DOCUMENT RESUME

ED 095 787 HE 005 861

TITLE	Exploring the External Degree. Conference Report.
INSTITUTION	Washington State Council on Higher Education, Olympia.
SPONS AGENCY	George Frederick Jewett Foundation, Spokane, Wash.
PUB DATE	24 May 73
NOTE	177p.; Papers presented at the conference concerning the external degree (University of Washington, Seattle, May 24, 1973); Prepared in cooperation with the Washington State Select Commission on Non-Traditional Study
EDRS PRICE	MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS	Conference Reports; Educational Needs; *External Degree Programs; *Higher Education; *Models; *Open Education; *Program Descriptions

ABSTRACT

This document reports on the May 24, 1973 conference at the University of Washington concerning the external degree. Emphasis is placed on the future needs of higher education, the external degree, the student population for the external degree, England's Open University, and external degree models in Colorado, California, New Jersey, and Minnesota. Summaries of group discussions and a list of conference participants are included. (MJM)

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Conference Report

EXPLORING THE EXTERNAL DEGREE

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EXPLORING THE EXTERNAL DEGREE

Sponsored by the

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and the

George Frederick Jewett Foundation

May 24, 1973

University of Washington
Seattle, Washington

EXPLORING THE EXTERNAL DEGREE

CONTENTS

Introduction..... 5

Morning Speakers (Transcriptions of Formal..... 7
Presentations)

"Future Needs of Higher Education"..... 7
Lyman Glenny

"The External Degree"..... 33
K. Patricia Cross

"The Student Population for the External Degree".... 53
Cyril Houle

"England: Open University"..... 75
(telephone conversation with Norman MacKenzie)

External Degree Models - Panel Presentations..... 95

"Colorado: University Without Walls"..... 97
Elinor Greenberg

"California: The Extended University".....105
Patrick Healey

"New Jersey: Thomas A. Edison College".....113
James D. Brown, Jr.

"Minnesota: Metropolitan State College".....125
David Sweet

"The Open University".....135
Fred Nelson

Afternoon Discussions - Summaries of Groups led by:.143

James D. Brown, Jr.....145

Elinor Greenberg.....153

Patrick Healey.....159

David Sweet.....161

Conference Participants (alphabetically listed).....169

INTRODUCTION

The purpose of this journey into the world of higher education is to explore the External Degree. It is called the "external" degree because learning takes place outside the usual campus-centered programs. It provides educational opportunities to those who are unable to give up job or family responsibilities for the campus routine. It reaches out to the people with flexibility and credibility, to meet their needs and desire for education and recognition of their knowledge and experience.

The Select Commission on Non-Traditional Study, working with the Washington State Council on Higher Education, has organized the expedition. The Commission is planning to compile a report in the coming months of the many alternative routes in higher education delivery systems that are found throughout the United States. Under the auspices of the Council on Higher Education and the Commission, many experienced professionals have been brought together from California, Minnesota, New Jersey, Illinois, Colorado, England, and from the many communities and institutions of Washington state.

This report of the May 24, 1973 conference at the University of Washington points out the infinite variety of options in external degree programs, and provides a definition of an external degree as the speakers have described it from their perspectives.

For those travelers who are just starting out and are unfamiliar with the External Degree concept, the current report of the national Commission on Non-Traditional Study defines the external degree in this context: "Non-traditional study is an attitude that puts the student first and the institution second. It concentrates more on the former's need than the latter's convenience. Encourages diversity of individual opportunity and de-emphasizes time and space or even course requirements in favor of competence, and, where applicable, performance."

The external degree may be at the master's or doctoral level. It may serve a non-traditional college audience such as housewives or senior citizens, or may include traditional college age students.

External degrees may be awarded on the basis of credit by examination, faculty review boards, or whatever means the degree granting institution or agency deems appropriate. The delivery system may be a new kind, making use of television lectures or regional learning centers. Or it may involve independent study or an internship.

The options of the external degree challenge nearly every aspect of the traditional degree concept. This is one route to the expansion of higher education and the opening of new paths to learning.

FUTURE NEEDS OF HIGHER EDUCATION

BY LYMAN GLENNY

Professor of Higher Education & Director, Center for Research & Development in Higher Education, University of California, Berkeley

"...all the young people that are going to be entering our colleges and universities by 1990 are already born...The potential college population has already been determined, unless we move into an adult level constituency that we haven't moved into before."

The subject of non-traditional education is not very well known outside the halls of academia and there is good reason for that. We don't really know very much about it and we are not able to explain it to ourselves very well. We cannot really explain why certain developments are occurring and on our own campuses we find that the number of people interested in the external degree are a mere handful in comparison with the total faculties. We find some institutions not interested in non-traditional alternatives at all.

MAJOR TRENDS THAT ARE DEVELOPING ACROSS THE COUNTRY

Some major trends are developing across the country, trends important to the future of post-secondary education. This discussion relates to colleges and universities, as opposed to other post-secondary opportunities of which there are an increasing number. The regular colleges and univer-

sities are in for some revolutionary times. Because of the leadership of people of the kind who come to conferences like this some of them will be able to survive. Twenty years from now many colleges will not be here, not just the small liberal arts college that we have heard so much about in the past five to ten years, but public colleges as well.

There are several trends. We are conducting a study at the Center for Higher Education at Berkeley of the level of support that is being given by the state government to the public higher education institutions. That level of support is changing rather rapidly. You already know that in the State of Washington, but it is doing so all across the land. The proportion of the state tax revenue, as it relates to payments to higher education, is dropping in two-thirds of the states. In the other one-third of the states--for the most part, they happen to be in the south and southwest, with a few on the eastern seaboard that have traditionally been behind in terms of college going and offering equal access--budgets are still increasing and the proportion of their state income for higher education is still increasing. But these are the exceptions, and those exceptions, too, are unlikely to continue for a very long period of time. As an example, in the State of California

in 1962 about 16% of the tax income went to higher education. That increased to 20% of the state tax income in 1969, but it dropped back to 17% last year. When our data are in--we are redoing this study--we may find that it is less this year.

We don't have the 1962 figure for the State of Washington, but we do have a 1967 figure. At that point higher education was getting roughly 19% of the state tax revenues, and by 1969 it was receiving 23% of the state tax revenues. But last year and the year before state tax revenues to higher education dropped to 21%.

In California this leveling off of the state tax revenue has come in spite of the fact that the State is building three new medical schools. California is to elaborate on, in terms of construction and programs, three new campuses of the university and five or six campuses of the state college and university system. The State pays only a relatively small fraction of the cost of the community colleges in California (about a third), but the community college system is an expanding area of education and more dollars are going there. Despite these new developments, the proportion of the state tax revenue is going down and this is fairly characteristic.

Thirty-four states now have state scholarship commissions. Most of these were formed to distribute grants to students who in turn, it is hoped, will go to private rather than public colleges. The pressure on the state agencies that provide scholarship funds comes primarily from the private college sector which hopes to maintain enrollments. But no matter what is involved, whether it is a new medical school or a new grant program, direct or indirect grants to private education, it is all coming out a diminishing proportion of resources and an almost absolutely determined slice of the state pot. The more things you buy out of the pot, the more you are going to be short in areas that traditionally have had that income.

A NEW SET OF SOCIAL PRIORITIES

One reason for the diminished portion of state revenue is that the states have a new set of social priorities and, incidentally, so does the national government. Other things are coming into focus. Other problems and issues are arising for which money is needed. We know about some of these new priorities--environment, recreation and health, etc. Most of the money is turning toward other areas of improving the quality of life. Non-traditional education is one

way to improve the quality of life, but the public is no longer willing to support higher education in the way that it formerly did. Indeed, the public has lost its faith that higher education does what we always said it did, so the funds are going to other priorities.

Federal funding, too, is taking on an entirely different cast than it has in the past. Until this past year, the federal government set its own priorities and paid institutions of higher education to perform certain services, to offer certain kinds of programs and to do certain kinds of research work. It now plans to give money to students and let them decide which institutions they want to attend. Indeed, President Nixon, in his message to Congress this past spring, indicated this as his exact intent. He wanted to stop all categorical programs and to divert all those funds into student aid to let them operate in a free market system.

Operating in a free market system has its consequences in the mobility of students and in how they distribute themselves among institutions of post-secondary education. Some of the states are also considering the free market emphasis. The governors

f Ohio and Georgia have made formal plans for students
o either pay their way through as they go, or pay
ack the full costs of their education after they get
ut. These days special consulting firms often suggest
o state planners that students should pay their costs
f education in full, now or later. That recommendation
as recently made in California. So this isn't the
hought of just a couple of governors or a few poli-
icians; it is the thought that seemingly is taking
old in many ways throughout the whole country. Even
f the idea should begin to accelerate, it will probably
e 10 or 15 years before any such program is sufficiently
perable so that a state may withdraw all of its insti-
utional funding and rely entirely on aid going to
tudents and, through the students, to the institutions.

Another trend is the alternatives to the regular
ollege and university programs. Most regular colleges
nd universities are trying to set up alternatives
rom their own base. This is a very healthy sign
nd the institutions that do are the ones that are
oing to survive.

PROPRIETARY INSTITUTIONS--THE PERIPHERY

Starting back in the late 50's, there began to be
n accelerating number and proportion of the college

ge youth going on to proprietary institutions. They ay the full cost of their instruction, get training a kind of hands-on training), and then move directly n to a job. They eliminate from the programs all the iberal arts that we prize so highly, and they do this n spite of the fact that comparable programs are ffered in the same community in community colleges. hey are quite willing to pay the full cost--and the osts are high--for these short-term programs.

The industries of the country are also buying p proprietary schools and making them into chain tore outfits. Bell and Howell is typical. It has bout 30 of these running across the country. Some ndustries such as Westinghouse, General Electric, BM and others, are in the business of developing lectronic teaching devices and processes and beginning o offer bachelor's degrees. These industries are uthorized to do so, they are accredited to do so, nd they do so.

Recently the CHRONICLE OF HIGHER EDUCATION reported hat Arthur D. Little & Company was offering a master's egree in management, authorized by the State of assachusetts. Competition from the private sector

TABLE I

American Learning Force

	1940	1950	1955	1960	1965	1970	Current estimates 1976
I. The educational core							
1. Preprimary	.7	1.3	2.0	2.7	3.1	4.4	5.5
2. Elementary	20.5	21.0	26.0	29.1	32.0	32.3	30.0
3. Secondary	7.1	6.5	9.3	13.0	16.8	19.8	22.1
4. Undergraduate	1.4	2.4	2.4	3.2	4.9	6.5	8.3
5. Graduate	.1	.2	.2	.4	.6	.8	1.1
Subtotal	29.8	31.4	39.9	48.4	57.4	63.8	67.0
II. The educational periphery							
6. Organizational	8.2	10.2	10.9	13.0	14.5	21.7	27.4
7. Proprietary	2.5	3.5	3.5	4.0	7.8	9.6	18.1
8. Antipoverty					2.8	5.1	7.0
9. Correspondence	2.7	3.4	3.5	4.5	5.0	5.7	6.7
10. TV				.01	5.0	7.5	10.0
11. Other adult	3.9	4.8	5.1	6.8	9.1	10.7	13.2
Subtotal	17.3	31.4	23.0	28.3	44.2	60.3	82.4
III. The learning force							
Total	47.1	53.3	62.9	76.7	101.6	124.1	149.4

houldn't be very threatening to us except for the act that, back in the late 60's, we were expecting very young person in the United States to go through college and get a degree.

The enrollments in the proprietary institutions are increasing very much faster than in traditional higher education institutions. Their enrollment is increasing faster than in community colleges. The only other area outside of our traditional colleges and universities that is rapidly increasing is adult education. It is the fastest growing segment of education today. At the present time, between 12 and 13 million people are taking adult courses. There are between 2 and 3 million people taking courses in proprietary institutions. There is overlap between those two groups, but in colleges and universities there are only 9 million people. There just happens to be 13 or 14 million people out there in what some call "peripheral education," so we in the hard core with our 9 million have a fairly parochial view of what the world is like.

There are alternative methods of delivery of education, also. Companies offering bachelor's degrees could be the same companies offering the development of video tape cassettes. These can be distributed just as the video and the audio cassettes that teen-

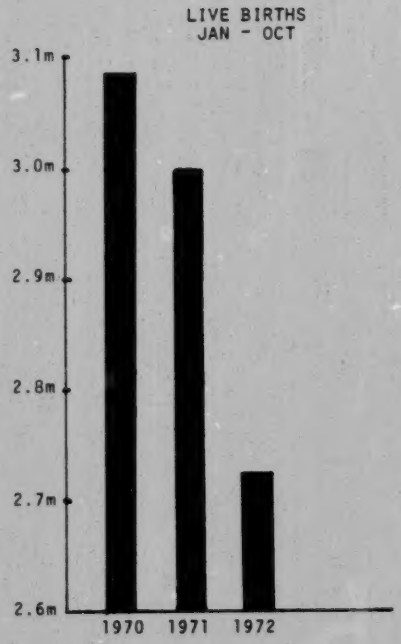
agers pick up by the dozens in local stores. An agency such as Sears, Montgomery Ward or any other chain outfit, can offer video tape cassettes either on a rental basis or on a sales basis as quickly as an adult education class can be organized. This doesn't usually take the two or three years that it takes for a college or university to institute a new course.

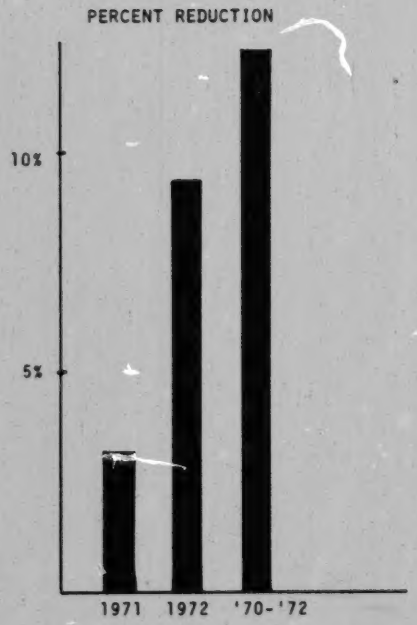
WHAT THEY WANT IS AN EDUCATION

It is pretty obvious that as the numbers or proportions of people with degrees increased, its value would decrease. There are many young people who really don't care whether they get a degree or not. What they want is an education. They are not willing to sit around and go through the machinery in the colleges and universities in the form of rigid requirements for majors and minors and for degrees. In-and-out education accounts in part for the great increase in adult education. It also accounts for the fact that young people go to the proprietary institution to get skilled training and later decide what they want to do with their education.

TABLE II

UNITED STATES





U.S. Public Health Service, 1972.

The alternatives that are going to be open to people are very many indeed. The YMCA's and some of the labor unions are already offering courses, not necessarily the ones that we offer in college. Some of the courses are adapted to these new audiences. Adults are not going to come back into colleges the way we run them now, with all of our admission standards, testing and all, just to take a course. Other agencies are ready to accept them when they walk in the door. Sometimes they don't even have to pay for it--somebody else subsidizes the course. Adults are willing to pay for education, and they do, they don't do it in colleges and universities as much as they do in other kinds of agencies, even today.

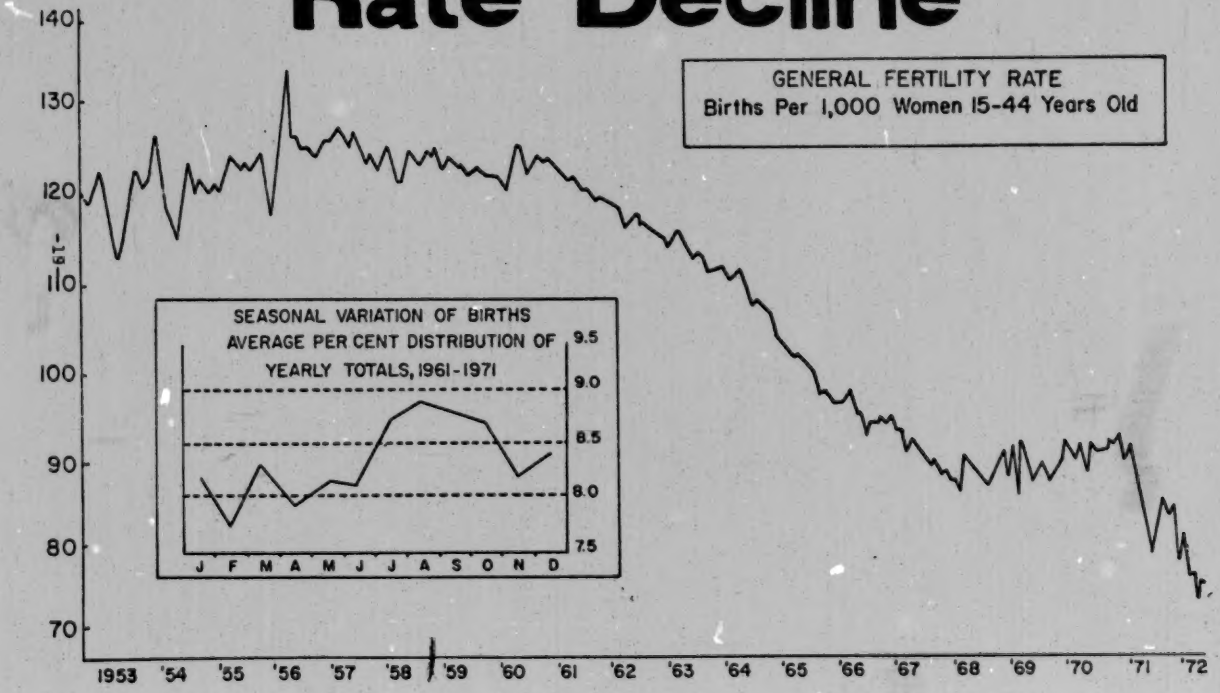
THE ACTUAL NUMBER OF LIVE BIRTHS IS DROPPING

The actual number of live births is dropping--the actual number of people born. Washington, at one point, had a little over 50,000 live births per year. This has dropped to something like 37 or 38,000 per year, about a 25% drop in two years. A 25% drop in two years of live births means that, eighteen years from now, there will be a 25% drop in the number of people available to enter college.

Lyman A. Glenny

TABLE III

Aspects of Birth Rate Decline



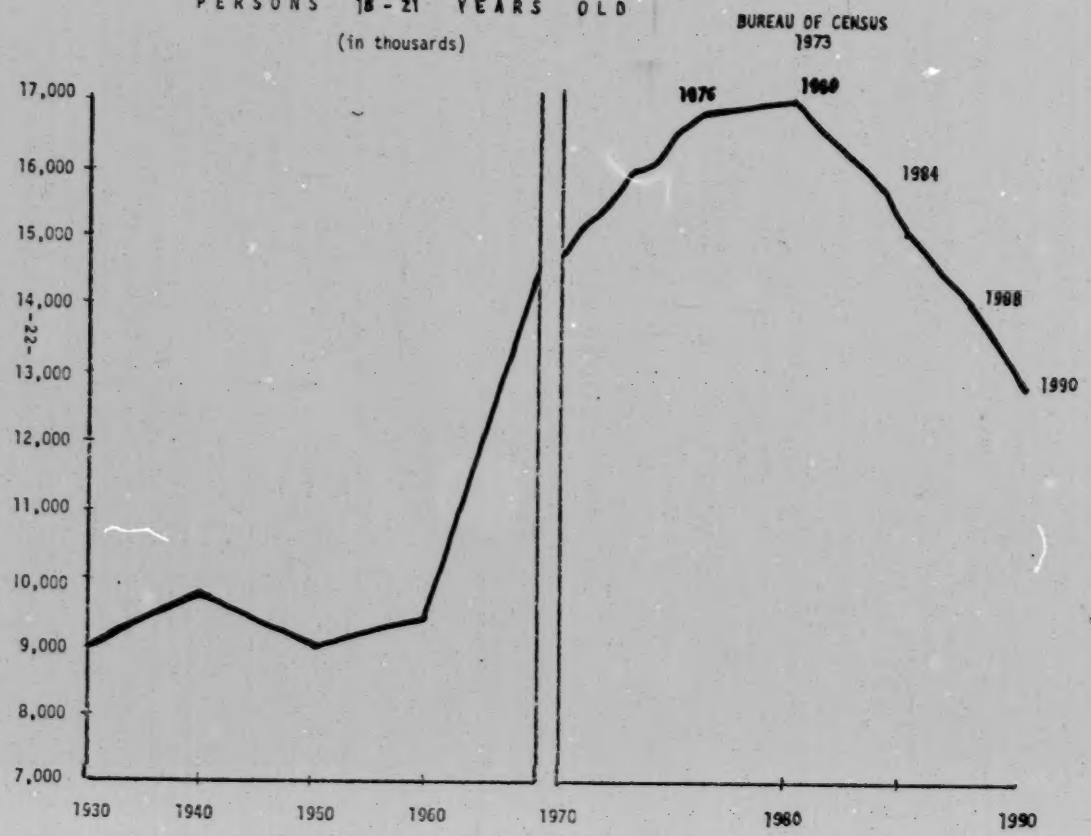
from: *Road Maps of Industry*, The Conference Board, Sept. 1, 1972.

Washington is one of the states that has the most rapidly dropping birth rates. The drop in California is a little bit less than in Washington--about 18% in that same two-year period. Michigan's birth rate had dropped about 14% in that same period. The whole Pacific area experienced a 17-1/2% drop in a two-year period. The drop in the United States as a whole was much less.

The same states that were spending an increasing proportion of the state budget on higher education are also the ones that seemingly are creating more babies. It may be a matter of culture in some cases, like Massachusetts, Connecticut and New Jersey, but the birth rate in the United States as a whole during that 1970-72 period dropped 12.2%. The birth rate, about 6 or 8 months ago, dropped to the zero population base and during the period after that it continued to go down. The birth rate has not leveled off yet below the zero population base. Table III shows where it was at the end of 1972; these are census bureau data. The birth rate has dropped since the early 60's, leveled off for a couple of years in 1968 and 1969, and then began to drop again.

The demographers always take heart, and the Carnegie Commission has too, in the fact that all the bulge of young people we had after the war are now getting to child-bearing age. Because there are so many of them, no matter what the birth rate does we are going to have a lot more people available to go to colleges and universities. So, every time demographers project very far ahead, that is, beyond the population that is actually born, they always show an upturn. They have done this for five years. But every time a year has gone by, the births have dropped still farther, and the birth rate, too.

Some of the polls that have been conducted by Harris and others on an annual basis in the last three years also indicate that women have no intention of changing their minds about this subject and that, indeed, each year the polls have shown women intend to have fewer and fewer babies instead of more and more. When this will turn around, we don't know. It just has not leveled off yet. We do know that all the young people that are going to be entering our colleges and universities by 1990 are already born, so the desires of the young women today to have babies is not going to determine an institution's population.


PERSONS 18 - 21 YEARS OLD
(in thousands)
BUREAU OF CENSUS
1973
17,000
16,000
15,000
14,000
13,000
12,000
11,000
10,000
9,000
8,000
7,000
1930
1940
1950
1960
1970
1980
1990
1976
1980
1984
1988
1990

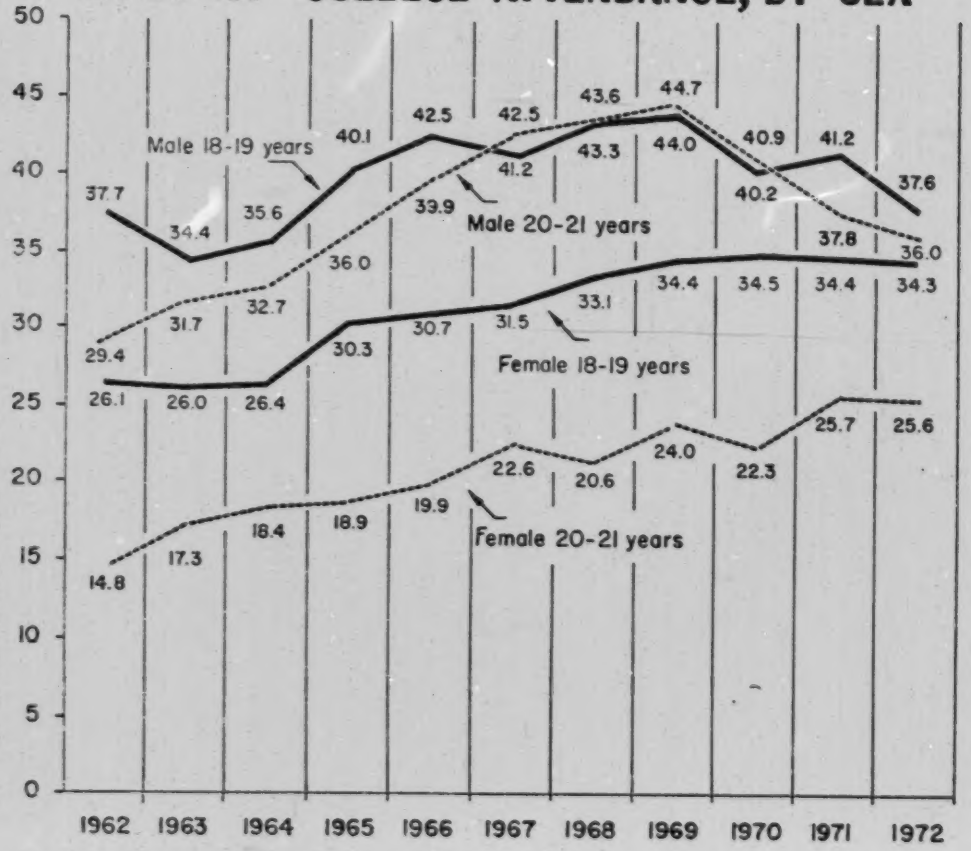
The potential college population has already been determined--unless we move into an adult level constituency that we haven't moved into before.

SOMEHOW, SOMEBODY GOT TURNED OFF

Table V is not encouraging. This table indicates the college-going rate of 18 and 19 year old males, and the percentage of them that are in college. In 1962 37.7% of the men in this age were in college. It went up to 44% in 1969, and then dropped to 37.6% in 1972. The college-going rate for males of that age group is less now than it was in 1962. This happened despite all of our buildings and new community colleges, all of our expansion of colleges into universities, colleges into colleges, etc. Somehow, somebody got turned off. We can account for part of the decline by the draft. We don't know when the rate is going to turn around or if it is, and we don't know all the factors that brought it down to the point it is at now.

The women, not being subject to the draft, started out at a much lower percentage in 1962 and then very steadily came up until 1969-70 when they had about

RATES OF COLLEGE ATTENDANCE, BY SEX



Reported by: The Chronical of Higher Education on, Data from the U.S. Bureau of Census

34.4% or 34.5% attending college. Then they began to drift down again, too. That population, 18 and 19 year old women, leveled off as of 1969. In the last three years or so, in spite of affirmative action programs to get women into professions and so on, there has been leveling off of the proportion of the population of women going into the regular college and university programs as defined by the Office of Education.

The 20 to 21 year old males and females who would be juniors and seniors in college, are either dropping off or leveling off. It is because the proportion of older students going on to college is lessening. At the same time, we are not going to reach the peak of the college age youth until 1980. Our enrollments are leveling off, but the number of college age youth of this age group are increasing, and they will continue to increase until 1980. A smaller proportion are going to college.

What is turning off all of these people? Why aren't they in college? Why aren't we at least getting the same proportion we got a couple of years ago? Where is the non-college population going and what are the alternatives? Some of them are going into jobs. Some of them obviously are going into the

alternative forms of education. The census bureau reports that the number of college age youth is going to decline after 1980. The census bureau has a special report on college age youth, but it seems that few state planners or educators have seen it.

By taking the 12.2% reduction in live births from 1970 to 1972 in the United States and applying it, we find the 18-21 year old population would be down to about 11 million. So in 1990-91 there will be about 11 or 12 million people in the 18-21 age group. That's what it was in 1962.

We have built more colleges and universities, expanded programs and hired more professional staff members in order to take care of a bulge in the population that apparently we have already had. When we get to 1980, what is going to happen to enrollment in colleges and universities if it has already leveled off while the number of college age people is still increasing? This would indicate a need to be responsive to student needs, or else the curve is going to start down now and it is going to go down sooner and faster. Now is the time to put ideas about non-traditional education into effect.

THEY MIGHT NEVER GO TO COLLEGE

The undergraduate enrollment in colleges and iiversities in 1960 was 3.2 million. It was up to .5 million by 1970, a doubling in that ten-year eriod. The projection of the Syracuse Policy Center ade two years ago goes to 8.3 million in 1976 which as probably been revised downward.

The proprietary institutions in 1960 had 4 illion students. By 1970 they had 9.6 million. he Syracuse Policy Center is projecting to 18 million, nother doubling. Other kinds of adult education pro- rams show a larger increase than do what we call "formal ducational institutions." The organizational education nstitutions (industrial, in-house training, governmental ervice programs, and so on) have a projected population f 21 to 27 million. There are alternative ways to get skill to make a career.

Why would people go to a proprietary institution r take some of these alternative industrial ways to etting an education and getting into the job market, nd not go to a college or university--not even to a unior college? Maybe they are not ever going to go o college.

With some kind of skilled training and some experience, trades people are paid at a higher level than associate professors are paid at the University of California at Berkely. Adults don't have to go through four years of courses that they don't seem to like very well. They'll take skilled training; then they will come back and go into adult education and select the courses that they want. If video tape cassettes come along the trades people will use them and other alternatives including the YMCA, the labor unions, and other service club organizations. They may or may not come back to a college or university that is extending itself, unless that extension is really something people want.

PLANNERS AND THE FUTURE

In the face of all the data and information presented, institutional and state planners seem to have a different view of the future. For example, one of the states with enrollment still expanding came out with a master plan made after some of these facts should have been known to institutional officers and to state planners. A projection of the state

coordinating agency is based upon the actual number of people in the 18 to 24 year old category.

We as educators, administrators and planners are very unreal about what we perceive as individual institutions and programs. We don't see the macro world around us. We don't take into consideration what other institutions are going to do in competition with us. We are always hoping that tommorrow is going to be a lot better than it was today. Higher education institutions plan as though the are going to continue the expansion that they had in the golden age of the 1960's. They see the decline as temporary because of certain kinds of politicians being in office at national and state levels. Educators feel that as soon as that decline levels off, education will be all right again. That has nothing whatever to do with it. We have to face some facts about the future. We either change our ways or we are in more serious trouble than we would be naturally with the drop in the number of young people we will have in the United States.

My projection on future enrollment is that the state colleges will probably have the greatest difficulty, and the community colleges will have the least difficulty. Big state universities like the University

of Washington, for example, are probably not going to be in very serious trouble because the universities on the one hand, and the community colleges on the other, have some experience and tradition of relating to the community, with adults. Extension education has been established for quite a long while although, in the case of universities, it is usually quite limited. The community colleges ought to be able to do a tremendous job in this area with the experience and the commitment they have had all along.

State colleges are situated between the universities and community colleges. Practically all the programs they offer are either offered by the university or by the community colleges or, in some cases, both. Many of the state colleges now are saying, "We had better offer those two-year courses and give two-year certificates." At the same time, they are saying, "Boy, we really ought to have more graduate programs." So state colleges are looking for more master's degrees and a few odds and ends of doctor's degrees because they want to become a first-rate university. Going in that direction is absolute disaster. The colleges that already have such degrees will probably be giving

up within the next ten years, particularly at the doctor's level, not so often at the master's.

We have a future picture of where education might go as well as where it could go. There is a difference because, if we don't do anything about it, we are going to have disaster in terms of the size of educational institutions. I have a very optimistic view about education because of the alternatives for the young people in the coming years. Those students of the future are the ones that we really have to think about.

If you are a college or university president and you are supposed to be the leader of a viable institution, you may be much more seriously worried. If you are a faculty member without tenure, you probably are worried too, but on the whole, those in the traditional higher education community are the ones who either have to adapt or suffer some major consequences. The students are going to come off just first rate.

Lyman Glenny is both professor of higher education and Director of the Center for Research and Development in Higher Education at the University of California, Berkeley. He received his Ph.D. in Political Science from the State University of Iowa in 1950. Dr. Glenny is a member of several national and regional agencies including the American Council on Education (Project on Statewide Coordinating Systems); the Association of Executive Officers of Statewide Coordinating and Governing Boards; the Western Interstate Commission for Higher Education (Project on Management Information Services, National Advisory Committee); the College Entrance Examination Board Committee on Research; and the Education Commission of the States (Permanent Consultant to the Task Force on Coordination, Governance and Structure of Post-secondary Education). Dr. Glenny has written many articles and books and has been a major contributor to several other books. His most recent publications include Program Plan For 1972 and Beyond; Coordinating Higher Education for the '70's; Impact of Certain Federal Aid Programs on Statewide Planning for Higher Education; Doctoral Planning for the '70's: A Challenge to the States; Higher Education and the Law; and Comprehensive Planning for Post-secondary Education.

THE EXTERNAL DEGREE

BY K. PATRICIA CROSS

Senior Research Psychologist, Educational Testing Service & Research Educator, Center for Research and Development in Higher Education, University of California, Berkeley

"The External Degree is too philosophically interesting and too politically paradoxical to pass from the scene without leaving some rather permanent imprints on education as we know it."

The external degree is now one of higher education's most talked about innovations. There are a lot of people now who are saying that it's a passing thing, but it's too philosophically interesting and too politically paradoxical to pass from the scene without leaving some rather permanent imprints on education as we know it. It's philosophically interesting because it challenges almost everything we know, or think we know, about how to present and how to measure education. And it's politically paradoxical because its most visible spokesmen are now busy running about the country putting the brakes on what seems to be a runaway interest in innovation in non-traditional forms.

Steve Bailey, who has been primarily responsible for developing some models of external degree programs in

New York, gave a speech recently before the American Association of Higher Education warning in very dramatic terms about the serpents lurking at the bottom of this basket of shiny apples. At that same professional meeting, Sam Gould, who is the chairman of the National Commission on Non-Traditional Study, admitted that there was a lot of need for change in higher education, but he spent the major portion of his time discussing the dangers of over-eager acceptance on the part of some of the devotees of non-traditional study.

Perhaps this almost schizoid reaction to the promotion of the external degree arises from the fact that the major architects and proponents of the external degree are really insiders in traditional education. On the one hand we see state chancellors like Ernie Boyer of New York and Glenn Dumke of California seeking legislative funds and support for their existing colleges and universities. On the other hand, they are busy advocating changes for their states which could turn out to be very fierce competition for traditional colleges and universities. The unspoken question is this: What will happen if the external degree proves more effective or less costly or more popular with learners than traditional education?

At present, the external degree is usually regarded as an educational alternative for people who are not now

attending college--ordinarily we are talking about adults--but the Commission on Non-Traditional Study in this country recommends that "Students of traditional college age should have available to them the same non-traditional opportunities as adult students including the external degree."

A HUNDRED DIFFERENT EXTERNAL DEGREE PROGRAM VARIATIONS

What really is this proposed challenge that has the potential for attracting a large new population of learners to colleges and universities? It could introduce major reforms into the measurement and the delivery of higher education; or it could turn out to be a great boondoggle that cheapens the college degree through granting academic credit for a wild collection of so-called learning experiences.

There is no hard and fast definition for the external degree. One leading authority on the subject identifies six major models and then goes on to present a variety of different forms of each of the models. There are more than a hundred different programs in this country now that can qualify as variations of the external degree, but there are some characteristics of the external degree that are assumed by all definitions. Central to the concept is the notion that learning must be defined as a quality that resides in the student rather than an offering that is in the catalog of the institution. There is more interest in what has been learned than in what has been taught, and that makes education "student-centered."

The national Commission on Non-Traditional Study has struggled with a definition for what they are all about. Quoting from their new report: "Non-traditional study is an attitude that puts the student first and the institution second. Concentrates more on the former's need than the latter's convenience. Encourages diversity of individual opportunity and de-emphasizes time and space or even course requirements in favor of competence and, where applicable, performance." This definition reminds us that another hallmark of the external degree is its emphasis on flexibility and individualization. There is a very conscientious attempt now to design the educational experiences to fit the schedule and the circumstances of the learner.

One characteristic of the external degree is that it carries the stamp of the approval of a degree granting institution. Institutions or systems of higher education that are considering or talking about the external degree usually pledge that their external degree is going to be as good as their internal degree. The University of London, for example, conferred the first external degree on anyone who could pass the same examinations that were taken by students receiving regular instruction in the university.

Another characteristic of the external degree is that learning takes place off campus. It may consist

of independent study, perhaps a television course, language competency that's developed in a foreign country, correspondence study, work experience, or advanced placement credit. Learning units may be completed in a regional learning center, or with a faculty mentor, or any of a variety of other experiences that some degree granting institution is willing to say is creditable in their eyes.

In the abstract, most educators would be willing to endorse all those characteristics as thoroughly good educational practice, and yet the external degree, with its transfer of traditional responsibilities and controls, makes many people very nervous. Aside from cost, the most common reason given by institutions for not introducing various non-traditional alternatives is the great difficulty in assessing non-classroom learning--we don't really know how. There is also a struggle with faculty resistance and with the concern about the erosion of academic standards.

Despite these concerns, non-traditional alternatives are a rapidly growing phenomenon and by the spring of 1972, half of the traditional colleges and universities in this country had introduced one or more programs that they regarded as non-traditional with respect to one of four criteria: either they

were serving a non-traditional kind of student, or they were presenting a different content from that in their usual program, or they were delivering it in a new way, or at a new place. A smaller group of colleges are introducing programs that may be more specifically talked about as varieties of the external degree.

THE CHICKEN OR THE EGG?

The perception of new educational needs that were felt to be appropriate for adult learners or a kind of growing dissatisfaction with some of the procedural rigidities that many of us were beginning to recognize in traditional colleges is kind of a chicken and egg question. Perhaps the most accurate observation is that many factors emerged to stimulate interest in non-traditional study. First, there is the egalitarian mood of the country accompanied by an enormous, and perhaps unjustified, faith that educational opportunity will be a great equalizer.

There is no longer any strong opposition to the notion that everyone who wants to learn should have the opportunity to do so regardless of color, age, sex, financial resources or geographical isolation. Some, notably Christopher Jencks and his colleagues at Harvard, are questioning whether providing educational

opportunity will close the gap between the haves and the have-nots. But as the storm of controversy surrounding his book now indicates, I think the majority of Americans are still placing their bets on education as a social equalizer. It seems unlikely that the drive to make educational opportunity more freely available will be quashed.

The second reason for the enthusiasm about the potential of the external degree is the recognition that one of the largest groups of educationally motivated people not now attending college are those who grew up in an age when neither the pressures nor the opportunities to attend college were as great as they are today. About ten years ago we passed the point where college attendance became the norm rather than the exception. In 1950 less than half of our high school graduates were going on for further education--43% to be exact. In 1970 sixty percent of the high school graduates were continuing their formal education. That leaves a considerable reserve of both talented and now motivated students who are in their 30's, 40's and 50's who did not have the opportunity for college education earlier. That group of people, potential students, are under-educated compared with today's demand. Thus, there is a pressure to extend educational opportunities to adults.

A third factor catapulting the external degree into the limelight is the growing realization that the world is now changing so rapidly that what we used to call an education will no longer last a lifetime. People in a great variety of occupations are accepting the fact that they will need to keep learning in order to keep earning. The steady advance of science will result in the technological unemployment of the telephone operator, and it will also operate to create the obsolescence of the doctor. The dean of extension at the University of California, Berkeley, is beginning to talk about what he sees as compulsory adult education. He predicts it for the very near future. He bases his prediction on legislation that has now passed in California and in other states requiring a certain amount of additional schooling, usually stated in credit hours, to keep or renew licenses in the fields of optometry, pharmacy, vet medicine and of accountants who are working in public service.

There is a fourth stream of pressure for bringing adults into the mainstream. The information explosion, coupled with the technology to deliver an incredible variety of learning options to the people all over the country, has made the idea of the campus as a repository of all teaching and learning totally obsolete. Most of

now live in a network of learning resources and the
imulation and the opportunity for learning surrounds
. The complex question of how much and what kinds
learning are going to constitute a college edu-
tion is forcing itself upon our attention.

Then fifth we shouldn't underestimate the instinct
r self-preservation that exists in colleges. We
ve now reached the point where we can expect no
preciable growth from that segment of the population
at we traditionally thought of as college material.
tionwide, over 80% of the students graduating from
gh school who are in the upper half of their high
hool class academically and socioeconomically, are
w in college.

THREE OPTIONS FOR FUTURE GROWTH

That leaves us three options for growth in the
ar future. We can try to attract more young people
om the lower socioeconomic half of the high school
aduates. We are doing this certainly, but with the
cognition that they require substantial financial
d in a period of financial austerity. Many colleges
e unable to pursue that course of action except
rough the pressure that they can bring for external
nding, usually from state or federal government or
ivate endowments.

A second option for maintaining self-preservation is to increase the numbers of students from the lower academic half of the high school graduates. The community colleges are working hard at this task with their open door admissions policies and with their programs of remediation. But for more traditional faculty in liberal arts colleges and universities, deliberately setting out to attract young students who have not been known in the past as college material raises that specter of academic standards.

Our third option may be to look to the expanding market of academically motivated and financially self-sufficient adults who might be attracted to college. In most ways, the third group poses the least threat to fairly traditional college faculties, but in the final analysis let us hope that the growing maturity and sophistication of education is really the powerful influence behind the popularity of the external degree. We are no longer content to equate hours in the classroom or years on the campus with educational competence. Adults have presented us with visible proof that learning takes place everywhere, wherever learners give sustained attention to expanding their base of knowledge. Educators are beginning to face the challenge of measuring education as a quality of the individual rather than as an offering of the institution.

For all of these reasons the concept underlying the external degree is a philosophically and educationally interesting issue, probably an idea whose time has come.

SURVEY OF "EXTERNAL DEGREE" COLLEGES

Last spring, the Center for Higher Education at the University of California, Berkeley, conducted a survey for the Commission on Non-Traditional Study asking all the colleges in the country what they were doing about offering non-traditional alternatives. From those results I have selected 122 institutions that could be said to offer some variation of the external degree.

The programs I selected met these three criteria in order to be considered an external degree: 1) The principal location of the learning activity was off campus. 2) Degree credit was awarded at the associate, the bachelor, and the graduate level or, in some cases, particular kinds of degrees. 3) The program was specifically designed for non-traditional learners, usually housewives and working adults--people who may be beyond the commuting distance of regular colleges, independent learners, particular occupational groups and so forth.

This definition, it should be noted, excludes a variety of innovative, non-traditional study programs being launched for the so-called traditional college students. It also excludes much of the non-credit adult education. This definition does not, however, demand that the student complete all the work for a degree off campus. Such a degree is still quite a rarity in this country. Only 8% of our sample offered a degree program without any residency requirements at all. Institutions offering external degrees usually require one year of residence for the bachelor's degree. A substantial number--as a matter of fact, 25%--are now moving to require less than one year of residency per degree.

The external degree as it exists today looks very much like the internal degree. Only about half of these brand new programs claim anything unconventional about the way in which they present their education. As a matter of fact, 85% of them say they usually use the traditional classroom lecture. They are making more use of adjunct faculty, however, people from the community, the professions, business, and the arts. But it is quite apparent from the research that the adjunct faculty, too, soon learn to adjust to the

age-old teaching device of the lecture. Certainly not many of the new programs as yet incorporate much of the newly publicized media.

Over 80% of the programs make no use whatever of media such as talk-back television, telephone, radio or computer assisted instruction. Tape cassettes are far in the lead as far as the new method for presenting the external degree. Over a third of the institutions use tape cassettes and 10% say that they use them extensively in their programs.

The most frequently used innovation in methods of instruction, however, occurs through providing increased opportunities for field work, internships and cooperative education. Over 70% of the external degree programs make some use of those forms of education. Cooperative work experience is more likely to earn a student credit than any other form of non-classroom learning.

The much touted flexibility of the external degree presents a very mixed picture. On the one hand curriculum for roughly one-half of the programs is structured or prescribed and adheres fairly faithfully to the usual major and distribution requirements. But on the other hand another group are adopting new flexibilities. About a third of the programs offer real opportunity to break the lock-step of education. Thirty percent of the institutions permit students to negotiate their

own learning contracts. Thirty percent of the institutions also permit the student to devise his own unique program, or to enter the program at any time during the year, and the largest number--nearly half--say that the student is completely free to determine his own pace of learning.

By definition the principal learning activities of external degrees take place off campus, and the institutions reported a great variety of off campus locations. Regional learning centers appear to be a growing phenomenon, but business and field sites were cited as important locations in at least half of the programs. In fact, the only learning sites that seemed dramatically under-utilized were probably the home and the public library. The home study approaches of England's Open University seem not to have caught on in this country. Two-thirds of our external degree programs say they make no use of home study, and about the same number say that they generally ignore the public library. That may be the reason for the Commission on Non-Traditional Study making the recommendation that "The public library should be strengthened to become a far more powerful instrument of non-traditional education than is now the case."

WHAT DOES IT COST?

According to institutions, two problems have slowed down the development of the external degree. One is the cost, and the other is the difficulty of assessing non-classroom learning. Howard Bowen, chancellor at the Claremont University Center, has estimated the costs of the external degree at about $1,675 per full time equivalent student. He also quotes that the average cost in a public institution for the conventional degree is $2,127. The difference between those two figures is not really very great; however, some people would regard Howard Bowen's model of the external degree as very luxurious, for he includes the cost of student recruitment, a cost for evaluating the student's past educational history, and a fairly extensive program of student counselling. He suggests that the program would not be adequate unless they budgeted for the creation of at least 10 new courses each year at a cost of $10,000 per course. He also includes examination costs, campus conferences and so on.

Many programs do not create the special courses that Howard Bowen has recommended and some try to get by with the very minimum form of counselling service, but it is generally agreed that both counselling

and new instructional programs geared to new needs and new methods of delivery are absolute musts in the presentation of a worthy external degree. Perhaps it is some reflection of the quality of external degree programs in this country that roughly 41% of the colleges with experience say their external degree costs about the same as their internal degree. About a fourth of the institutions say it costs them more than their conventional degree, and another fourth say it costs them less.

Only a fourth of the programs that presently exist enjoy the luxury of an internal institutional subsidy. Most of them are self-supporting; that is, they exist on student fees or they are financed on the soft money of grants from government or private agencies. The financing of external degrees probably does remain a deterrent to their more rapid spread.

CREDIT AND ASSESSMENT OF LEARNING

As might be suspected, institutions offering external degree programs are considerably more lenient about granting credit than institutions in general. But even in general institutions that claim to have no great brief for non-traditional study, credit flexibility is becoming increasingly common. Credit by examination is certainly the norm now rather than the

exception. Almost two-thirds of the 1,200 institutions furnishing data for the Commission's study claim that they presently award credit on the basis of the College Level Examination Program, CLEP, and about the same number reported that they award advanced placement credit. These two national testing programs are far and away the most common vehicles for awarding credit but roughly half of all institutions grant credit on the basis of locally constructed exams.

Credit for learning without validation by exam requires a much greater leaf of faith, and institutions with external degree programs are clearly in the vanguard there. Among the selected group of 122 colleges with external degree programs, over half grant credit for cooperative education or for volunteer work in community agencies, most of which comes about as a result of work-study programs. But almost a fourth of those institutions recognize participation in a community theater and holding office in student government as creditable learning experiences.

A significant minority of the institutions are now granting credit to students such as these: a twenty-five year old with two years of teaching experience in the Peace Corps; an older man with ten years of investment counselling experience; a middle-aged woman with five years of volunteer social work

experience; or a sophomore who dropped out of another college to work in a newspaper office for a year. Somewhere between 15 and 18% of the institutions said those were creditable learning experiences.

It is now increasingly difficult to distinguish external degree programs from the more flexible arrangements regarding credit, place and time that are being offered by the so-called traditional colleges and universities. Whether they claim to offer an external degree or not, there is certainly a steady move in that direction. Many people are experimenting and it is important to emphasize that most of the programs described as participating in this research study are not more than two years old. Sixty-one percent were established within the last two years. We may expect substantial trial and error before adequate models are developed.

There are so many good reasons, educational as well as social, for moving responsibly toward the implementation of the concepts and bodies in the external degree. There is much to be gained by some really bold experimentations with those aspects of the external degree which make sense in the local situation.

K. Patricia Cross holds a joint appointment as the senior research psychologist for the Educational Testing Service and as research educator at the Center for Research and Development in Higher Education at the University of California, Berkeley. Ms. Cross received her A.M. in 1951 and her Ph.D. in 1958 from the University of Illinois, majoring in Psychology and Social Psychology. Her current professional activities include membership on the Board of Directors and the 1973 Program Planning Committee, American Association of Higher Education; The Danforth Foundation Advisory Council of the Institute for College Development; Educational Resources Information Center (ERIC) National Advisory Board; Vice Chairman (1971-1974), CHANGE, Inc.; Consultant to the Fund for the Improvement of Post-Secondary Education; and Editor, The Research Reporter, Center for Research and Development in Higher Education. Ms. Cross has co-authored several books and written many articles. She is also the author of the following recent publications: The Junior College Student: A Research Description; Beyond the Open Door; New Students to Higher Education; and Explorations in Non-Traditional Study.

THE STUDENT POPULATION FOR THE EXTERNAL DEGREE

BY CYRIL HOULE

Professor of Education
University of Chicago

"The external degree, however devised, may provide a major step forward which will permit the able and the ambitious to rise to a level of education now denied them."

A great many people are engaged in external degrees, many of them not even knowing that this is the case; many of them are engaged in programs that are going forward. The president of my own university, for example, upon learning that I'm publishing a book on the external degree, called me in and said, "Well, will you be chairman of a committee that might discuss the question of an external degree?" I pointed out that we have had two external degrees since the early 1940's. This is a fairly common phenomenon if one looks at it broadly. Many people have a sense that they are part way in but are not really quite sure about the external degree.

THE HUNGRY SHEEP

The educational leaders who are considering the potential population for the external degree are tempted to look outward from within the institution.

"The hungry sheep look up and are not fed," said Milton in Lycidas. The program planner would be very fortunate if this applied to education. In other words, from a comfortable, safe base on the campus he could look out, spot audiences and develop clienteles for the external degree. If planners could do that, all they would have to do is to find the students and provide a somewhat palatable fodder for them. But this course of action is far too easy.

The ultimate way to identify and enroll a group of students for a non-traditional or external degree arises as much from an examination of the resources and desires of the institution itself as from a survey of terrain. Every college and university is unique because of its geographical location, its historical mission, its educational philosophy, the competence of its faculty and administration, and the special frontiers of content, method or program design it wishes to cross at any given time.

In overwhelming proportions--so far at least--the students in external degree programs have been adults, men and women who missed or denied themselves an earlier opportunity to secure a degree, or who discovered the need for advanced education only after life had taught them a few of its lessons.

Sometimes these adults can be accommodated by the external degree as full- or part-time students (where, incidentally, research has shown that they usually outperform the 18-23 year olds who are in class with them). From such distinctive elements as these springs a conception of a new degree which must then guide the search for students, though it may have to be modified in the light of their interests. Therefore, each institution or each institutional system must make its own plans. A first step is the internal decision to establish a geographic boundary, the field of operations for an external degree. Most colleges and universities which have developed successful external degree programs have begun with a geographic service region in mind--though not all have.

How do you discover the market for an unknown product (the external degree), to be distributed in unnamed ways, by unknown people, at an undetermined cost, for uncertain rewards and which may be altered to fit the client's special requirements? I propose to tell you just that. There really are quite a number of people, hungry sheep with varied appetites, who would be clients for the external degree. I don't know the situation in Washington and, therefore, I will deal with the national picture. What I want to do is to demonstrate, first of all, who the external

egree audience is; and then, in the second half of my
alk, to move from analysis to action, and tell you how
o go and get them. Finally, I will discuss how a given
nstitution can identify a potential audience for itself.

The second question is, how many adults do not
ow have a degree? The asking of this question does
ot lead to any implication that all adults should
ave degrees. As everyone knows, the hard realities
f personal inadequacy, poor earlier preparation, lack
f motivation, senility, rigidity of viewpoint, apathy,
r narrowness of outlook serve as permanent barriers
or many people. Whatever utopians may think universal
igher education will never be achieved, if universal
eans that every last person will have higher education.
e still have far to go in designing universal higher
ducation so that everybody has an equal opportunity.
he idea that there is a talent pool whose boundaries can
e defined has been discredited by investigations in both
ngland and the United States. As a bare beginning, there-
ore, it is useful to discover how many people in our
ociety now and in the predictable future lack a degree.

Let us concentrate chiefly on the baccalaureate.
ost of the external degrees have been concerned with
he baccalaureate, though some of the most outstanding

nd interesting ones have been at the junior college evel. While millions of people also want graduate rograms, the effort to include them in any calcula- ion would cause statistical ramifications to grow edious and would make necessary assumptions very enuous.

THE PARTIAL COLLEGE ATTENDERS AND G.E.D. COMPLETERS

The people who are most likely to want an external legree are the people I would call the partial college ttenders. These are people who have had from one to three years of higher education but have not completed a fourth. Many, and their number will increase, have secured the Associate degree or so[illegible] equivalent, but that fact does not necessarily mean that their desire and need for formal education has been ended. In 1971, there were 11,782,000 persons over the age of 25 who had been partial college attenders. Projections for the future of the 22 to 24 age group are not available.

The total number of adults aged 25 or over who in 1971 had completed high school but had not gone beyond it was 38,029,000. Unless there is a significant change, this figure will rise by 1990 to 58,965,000. Anyone who writes off non-high school completers as not being good potential college material has overlooked one of the most interesting educational phenomenon of our times,

and that is the very large number of people who secure a high school equivalency certificate by passing a GED test. The number who annually take such a test grew from 39,096 in 1949 to 387,733 in 1971. The average person tested is 28 years old and has had ten years of formal schooling. About 60% pass the test, and about 41% of those who take it do so because they plan further studies. In early studies beginning with the study by Ralph Tyler in the 1950s and continuing to a study made last year, indications are that no significant difference in college grades exists between those who were high school graduates and those who held a GED equivalency certificate.

The summing up of all these figures does not define a total market but it does indicate that a large number of people might secure satisfaction (occupational, personal or both) by working toward the completion of a level of education which is widely recognized and esteemed. Partial college attenders are perhaps the people most likely to avail themselves of the opportunity to learn since they have already demonstrated the ability to be admitted to college and at least some motivation to go there. But the GED figures are also impressive indicating, as they do, an increasing desire for a high school education and the widespread ability of

men and women to pass examinations which, on the average, are two years beyond the level of their normal schooling. The external degree, however devised, may provide a major step forward which will permit the able and the ambitious to rise to a level of education now denied them.

FOR WHAT TARGET AUDIENCE SHOULD AN EXTERNAL DEGREE BE DESIGNED?

For what target audience should an external degree be designed? At this point, the capacities and desires of the educational institution begin to mesh with the realities of its community. The decision in most cases, however, has been to follow one or more of three courses of action, each of which can be defined by a potential audience. A first course of action is to provide a degree largely intended for those who might have secured an internal degree at the customary age, but who were either unable or unwilling to do so. This degree may concentrate on general or liberal studies, it may center on some new systhesis of knowledge such as urbanism, ecology, or the history of culture, or it may have several more or less traditional options for specialization. This external degree target audience is no different than the normal range of college attenders except, perhaps, in terms of age. Another important difference would be sex.

Women have long been systematically discriminated against as far as college attendance is concerned. Less than 6% of the women over the age of 25 have completed college as against 8% for men.

A second course of action, the second kind of external degree, is to provide a special degree for what might be called an "elite." The elite are those outstandingly intelligent and creative individuals who find college too dull for them. Some come late to intellectual maturity. Others feel their curriculum had been too narrow. Still others are men and women who have made great strides in economic or social life despite their lack of a formal education. This is an elite which emerges in the adult society. It is, in most cases, an elite which is meritocratic.

The external degree was first developed most fully and most systematically in the executive programs which were developed by a good many major American universities in the 1940s. These universities completely redesigned the M.B.A. in order to provide it to people who suddenly had become middle managers without having what they regarded as essential credentials for it. The meritocratic elite needs special degree sequences at a high or a different level than is customarily required. Examples of this second degree model would be an executive

program for public administrators, a demanding sequence of study established for talented women, or a bachelor's or master's or liberal arts program for individuals who feel that their previous study, often very advanced, has been too technical.

Another course of action is to provide a program for the educationally disadvantaged; among them are the blacks, the Spanish Americans and other ethnic groups, the people who live in remote places, and those who have only recently arrived in the country. The colleges which have worked with this clientele have usually realized that they are difficult to deal with on an external basis and one needs special supplementary services in order to provide the reinforcements that ordinary colleges do. The cost may be rather great. It may be necessary to remove the time restrictions so that we test for mastery after however long it takes that mastery to be achieved. The third model also ordinarily requires a great deal of tutorial teaching and counselling. There can be no question that a number of institutions have committed themselves to try to serve educationally disadvantaged people on an external basis.

Another question, will the students for whom the degree is planned be the ones who will actually attend? In most cases it turns out that the mix of students is more diverse than had been anticipated. Men ask to come to women's programs and after awhile are grudgingly admitted. Graduates of elegant finishing schools or wives of successful executives put in an appearance at programs designed for lower middle-class persons deprived of a college education. New interdisciplinary degrees turn out to have a surprisingly wide range of students. The directors of external degree programs never cease to marvel at some of the individuals who enroll in them and in all candor it must be said that they also marvel at the number of expected registrants who never appear.

HOW ARE POTENTIAL STUDENTS DISCOVERED?

How are potential students discovered? Now we turn away from the national scene and focus directly upon the practical task which is faced by an individual institution or a system of institutions seeking to discover students. At this point in our history very few people can tell you exactly how to find students. I cannot speak with the assurance of the Duke of Wellington when he said, "I knew very well what I had to do, I knew very well how to do it, and I did it very well."

But it can be said at once that, both in this country and abroad, the external degree has most frequently been offered by colleges and universities linked together into complex systems, usually under public auspices. Thus, foreign institutions which offer such degrees for example the University of London, the Council of National Academic Awards, the Open University and the University of South Africa, are all parts of national enterprises of education in which centralized government, recognizing an unserved need, has set out to fulfill it.

Something of the same nature has occurred in the United States where the chief emphasis has been on the work of statewide systems such as the State University of New York, the Community College of Vermont, the nine campuses of the University of California or the Florida Board of Regents. The systems have also come into linkage on a consortium basis, the best known example being the University Without Walls which in 1972 included 20 public and private institutions. While these large and complex forms dominate the scene, many independent, free standing public and private institutions have also successfully developed external degrees.

The following bits of advice may well sound obvious, but they are nonetheless true and followed in one way or another by systems of institutions and by individual colleges and universities. A first and very important step is to prepare a brief statement describing the kind of program the institution has in mind, with the main thrust of the content and method defined, and the options to the potential students clearly stated. So many different kinds of external degrees are abroad in the land that any effort at public relations or market analysis must state the policies that the institution has in mind and how they will be followed in organizing programs. Later interaction with advisors or with students may cause changes, but it is necessary to start with some kind of an initial statement.

The next step, which can usually be undertaken only in an urban setting or where there is some other large concentration of potential students, as on an armed service base, is simply to announce the program and allow the students to indicate their interest on their own initiative. A simple activity can produce astonishing results. On one campus the dean received such an overwhelming response from his press releases and editorial endorsements in the newspapers that he had to stop all publicity until he could deal with the enormous backlog of requests

for further information, many of which were followed up with registration. In other cases, results are not so good, particularly when the institution has set arduous standards. One dean of such a program has talked, he says, in some way or another, with about 4,500 people of whom he has enrolled only about 112 in his program.

KNOW THE TERRITORY LIKE THE MUSIC MAN

Another possibility is to follow the admonition of the music man that you've got to know the territory. This advice may be particularly useful when the policy makers of an institution have only general ideas about what they want to accomplish and have not yet decided the exact nature of the degree they plan to offer, or when they are trying to decide whether to embark on such a venture at all. At this point various alternatives are open of which only the most commonly used will be suggested here.

One alternative is to make a documentary study of the service region using census and other governmental statistics which inform, broaden and highlight the first hand knowledge of the community which comes from living in it. An examination of the present educational level of the adult population will be particularly salutary in this regard.

Another alternative is for an individual or a committee to make a feasibility study by means of interviews. If there is a statement of the proposed program it can provide a point of departure for the discussion. In answering the question: Who should be interviewed?, the immediate answer is: Whoever can help identify potential students. However, back of this answer lies the belief that anyone who has been asked for advice might be disposed to assist, later on, in recruitment.

There are many key observers to whom the college or university representative can talk productively, including: a sample of the persons already served by the institution's extension programs; high school and junior college counselors; political figures, such as legislators, city council members, and mayors; newspaper editors and other informed members of the communications media; public librarians; personnel directors, directors of training, and special librarians in industry, commerce, and the major sectors of public administration; key administrators of non-competitive collegiate institutions, if there are any; local administrators of the GED program; and educational officers of local military units. Such people may be interviewed individually or in groups, or the institution may call a conference based on the topic. The people

consulted will have varied and conflicting opinions which must be sifted and balanced to bring about some coherent viewpoint. But, after all, college and university leaders are supposed to be able to weigh and assess data in order to form hypotheses and verify principles.

In some cases it is possible to find a potential group of students which can be polled. Among them are the drop-outs from the institution, the people now enrolled in extension programs of non-credit or non-degree sort, the men and women serving on a military base, a random sample of the general population, or a composite list made up of these and other people. At least one major study has been made of the students currently enrolled in the internal program of a major university to see whether they would prefer an external degree to the one they're taking, but the results are not yet published and are too complex to summarize here.

The modern researcher has brought the technique of information seeking polls to a fine art. A questionnaire is constructed, tested and perfected. A population is identified. A sample is chosen according to some theory. The questionnaires go out. Some of them come back and the congruence of the responders to the population is estimated. The data are recorded on the computer. The cross-tabulations

are made and there, in neat columns, the answer is to be found. A poll is valuable in helping shape a program, even though cynics may suggest that the receipt of questionnaires by potential students may be better for recruitment than for gathering the data which can be counted on to populate a program. People change their minds fairly rapidly in the light of developing circumstances.

A proposed program is insubstantial. People may say that they would certainly take part in it, but then reject the program when they are later confronted with the cold facts that to do so would require the immediate expenditure of money and the reallocation of their time. On the other hand, the tangible existence of an educational program draws people to it. What had been dreamlike and unreal becomes definite and concrete, and the number of students is augmented by the fact that other students have already made a choice to attend.

Whatever method the analyst of a potential audience may follow, he must ascertain at least two major facts: Are there enough people who are now ready to participate, and will the necessary number continue to exist, either because it is already present or because it is being constantly replenished by new recruits. Thus, if the program is designed to help college drop-outs complete

ir degrees, is there an adequate number of drop-
s who are now ready to do so, and is the number of
p-outs likely to continue to be adequate in the future
maintain the program?

The greatest danger in thinking about an audience
to yield to the pressure to begin with a very large
e. My own belief is like that of Florence Nightingale
o said, "The small, still beginning. The simple hard-
p. The silent and gradual struggle upward. These
e the climate in which an enterprise really thrives
d grows." Most successful external degree programs in
s country have started with a small group of students
d have gradually enlarged their area of service only
er making modifications of content and process which
perience has revealed to be necessary. It is better
start small and grow big than to start big, dwindle
size as flaws appear in a too-rigid pattern, and have
e program finally disappear. It is not certain in
e United States at present that there is any third
ternative.

THE ULTIMATE POTENTIAL

In conclusion, let me reverse my field sharply
identify the ultimate potential audience for the
ternal degree. It is possible that there will come
out in this country a conception of higher education

which has already appeared elsewhere in the world, and which may grow dominant here. Its fullest expression has been published in what is perhaps the most significant book on education in this decade or this quarter-century. This book, published by UNESCO, is called Learning To Be. In the book seven of the most distinguished educational leaders in the world, headed by Edgar Faure (former prime minister of France, now president of the French Senate) commissioned a large number of papers from most of the leading educators in the world. He was aided by six other people who were drawn from an intercontinental basis, one of whom is American.

The authors projected the conception of life-long learning. Patterns of this sort have already been put into effect in England, in France, in Germany and in Peru and are very much being considered in Sweden. The idea is that you do not need to follow in a lock-step after the secondary school with the four years of college in a straight line. The book stresses moving forward. Everybody is guaranteed, in some way, a college education which he can take at the time that he wishes to take it. This pattern is now being warmly espoused in this country by John Bradamus, a Congressman from Indiana.

This conception of education means our system will become much more fluid. Perhaps we need the external

degree at the present time as an intermediary step to learn how to deal with these older people. The external degree may deal with the total pattern of education when it is not assumed that education is some kind of a rite of passage through which people pass in the later years of their adolescence. We may need to try to deal with the computer services for keeping track of people as they study in these diverse institutions, however much the cost, however much the need, however much we may need to pay in psychiatric care for collegiate registrars.

The ultimate audience for the external degree will ironically enough be made up of internal students. Without elaborating on the matter at any length, let me suggest that while efforts to reform the traditional program on the campus have been elaborate, complex and unceasing, they have required us to work within a limited sphere (ages 18 to 21) of adjustment and refinement. Administrators, faculty members and students are often locked by history and custom, by regulation, or by countervailing forces into fairly rigid systems of action which permit little alteration of the status quo. These forces may be deep-rooted, or as George Santyano once suggested, they may be only deeply entangled.

A NEW SENSE OF EXHILARATING LIBERATION

In designing an external degree, however, a new sense of exhilarating liberation can exist. The service of a new audience can create and test new curricula, new methods, new institutional forms, and new ways of evaluation. If experiments fail, as many will, they have not permanently scarred the on-going internal programs. If they succeed, as many will, they can be used with suitable adaptation to enrich or diversify the internal degree program. At the University of Oklahoma, for example, the external program is being applied to small groups of resident campus students. The Open University materials imported from England are being tried out with internal degree students on at least one American campus. And the British Open University itself, which formerly had an age restriction that no student could apply under the age of 21, has now agreed to accept 500 students between 18 and 21 years of age, 250 of them having the usual qualifications for university admission and 250 of them not possessing such qualifications.

Thus, it would appear that, if all goes well, the long-run answer to the determination of a potential audience for an external degree may be different from the short-run answer. Most of this paper has dealt simply and

directly with the question of how to start a program by finding students who will be the initial registrants. Over the long period of time, however, it is possible that the ultimate answer to the question of identifying a potential audience is that the external degree will be wanted and needed and will have an influence upon everyone who seeks a college or university education.

Cyril Houle received his Ph.D. in Education from The University of Chicago in 1940. He has been awarded honorary doctorates by Rutgers University, Florida State University, and also by Syracuse University. Since 1939, Dr. Houle has been continuously on the faculty of the Department of Education of The University of Chicago, and became full professor in 1952. He has served and is currently serving as a member and consultant to many governmental units, institutions, organizations and associations relating to adult and continuing education. During the summer of 1961 he visited the University of Washington as a Lecturer in Education. Dr. Houle has published and co-authored several books; his most notable work to date is The Design of Education. A new book which is already arousing considerable interest, The External Degree, was published in June.

ENGLAND: OPEN UNIVERSITY
A TELEPHONE CONVERSATION WITH NORMAN MACKENZIE

Director, Centre for Educational Technology, University of Sussex, and member, Open University Planning Committee

MODERATED BY: F. RICHARD FERINGER

"When one talks to the students or looks at the research programs there is no doubt that the core of the British system is the highly developed and carefully prepared print materials."

Dr. Feringer:

Norman Mackenzie has been on the planning committee of the Open English University since its inception and continues in that position. We asked him to participate in this program knowing that there were many facets of the British Open University that were not necessarily transferable to this country. Open University has considerable experience at delivery systems and continues to carry on a sophisticated evaluation of how those delivery systems are working out.

WHY A COMPLETELY NEW INSTITUTION?

Dr. Mackenzie:

Why in Britain did we decide to have a completely new institution rather than to work with existing institutions?

First of all, in England ten years ago, when we began to think about this, there were no facilities for an adult degree except that provided by the London University External Degree. That was merely an examination system based on a syllabus without any independent teaching or support system. We felt there was a need in Britain for degree-gaining opportunities for people who were not able to study without teaching or support systems.

Secondly, in Britain there were a very large number of people who might have been qualified, had opportunities existed in the past to study for a degree program, who had missed those opportunities. Therefore, we needed what we called in popular language, a university of the second chance.

The third reason was that we felt there was a real need for making some provisions for the retraining of adults, and particularly of our teachers. We had over 240,000 teachers in this country who were non-graduates. As we were moving toward a graduate level we felt those in the teaching profession should be given the opportunity, through part-time and home study, to raise their professional standards and their professional opportunities.

A fourth reason was the inflexibility of existing systems. In the British higher education world there has been no system of transferable credit. Therefore, any system of part-time study or of accumulating credits was not possible with the existing institutions. Fifth, we felt the need for a new syllabus. The London University syllabus, which I mentioned, was rather old-fashioned and inflexible and we needed to have a syllabus more relevant to modern conditions.

Finally, there was a feeling that we wished to exploit new delivery systems particularly for remote or home studies--not only television and radio, but also correspondence and various combinations of systems. For all these reasons, and given our compact population, we felt it was desirable in the early 1960s to proceed with the institution of a new body which would have its own charted right to grant degrees and other awards. Those seem to be the reasons why we started with a distinctly separate national institution.

COMBINING DIFFERENT DELIVERY SYSTEMS

The Open University is now doing a large scale research program on the value and effectiveness of different parts of the Open University delivery system. How

much do students get from correspondence units, from the face-to-face study that they get in weekly or fortnightly discussion groups? How much do they get from the television and the radio programs?

The amount of television and radio time in these programs is extremely limited. It amounts to approximately one 20 minute television, and one 20 minute radio broadcast per week for each course because we are, of course, using national time and a good deal of near prime time. Therefore, there is a limited amount of television. The situation might be different where there are cable systems as in the Pacific Northwest.

The problem of the mix should be seen particularly in relation to print materials. There is no doubt that in the British system of the Open University the main teaching medium is print. It is not merely conventional print in the terms of textbooks or special readers but specially developed and tested correspondence workbooks which are supplied to the students. When one talks to the students or looks at the research programs there is no doubt that the core of the British system is the highly developed and carefully prepared print materials.

It's also important to stress that some of the courses, particularly the more advanced courses, are now experimenting on delivery systems not using radio and television.

There is one other point that is important. When we first decided to offer science courses we were told we could not do this for remote or home study because the science students needed laboratories. The answer to this was if Mohammed could not come to the mountain, the mountain must go to Mohammed. The Open University developed a highly sophisticated kit of science equipment and materials that is loaned to the student for the period of the course and then brought back to the center. These are so successful that several overseas companies are now buying them for use in their high school and college systems in remote areas where there are no laboratory provisions. All in all we are talking about a highly flexible system with differences between art and science courses in terms of the mix and in terms of the materials available.

QUALIFIED FACULTY MEMBERS

It's important that the couple of hundred people that are now employed on the Open University

sity faculty are employed by a recognized academic institution and are not moonlighting in their spare time. It is a full-time professional commitment; in fact, they work longer hours for longer periods than the conventional academic. In turn they get rather extended periods of study leave after a relatively short period, so they can get on with their research. They come to their jobs knowing the implications of this. Some of them are more adaptable and more imaginative than others. But by and large they come to the job knowing they have a commitment to adult and continuing education and that they are going to have to change their work methods and their work conceptions.

It has been a program of on-the-job training; of setting up coordinated course teams which involved the subject academics or the academics from a group of disciplines, together with the media people and with educational technologists, to create a pool of experience in course development. The concept of the integrated course teams is absolutely essential to the problem of obtaining faculty cooperation so that this is a cooperative endeavor.

Then there is the question of whether there are any areas of subject matter that don't appear to lend themselves to this method. Mathematics is obviously

a difficult subject but it has been surprisingly successful. Science has also been more successful than we anticipated, given these home kits. Humanities has been very good on the whole.

There are differences in assumption of methods between these groups of disciplines. The problem that has to be faced is a problem in the design of the curriculum as a whole and the inter-relationships of subjects in our system, as well as intrinsic subject matter teaching problems. As the Open University moves into more advanced courses this kind of question may have to be faced. How does one, in fact, teach advanced physics to people in remote study? There may be certain areas that one would have to exclude because they are extremely difficult to deal with.

COMPARATIVE RESEARCH ON EFFECTIVENESS

Research is now proceeding along these lines to determine the effectiveness of this method against conventional methods. First of all, the reactions of other parts of higher education are increasingly favorable. When we were starting (six or seven years ago), we were more or less in a wilderness with great doubts on the part of other academic colleagues. Many people from

other university institutions are helping the Open University as course consultants or specialists or as external examiners. More and more of the materials produced by the Open University are proving to be useful in teaching in conventional universities. In the first year in which these materials have been available, something like $1 million worth of materials have been sold for market to other academic institutions. This is an indication that the Open University materials are good and are effective.

We are also moving now to a period where we are going to be talking about common course development between the Open University and the other institutions of higher education, and the more integrated use, possibly, of combinations of home study and full-time study. So, in all these ways there are signs that the academic community is judging that real comparability exists. Certainly the first graduates of the Open University, in 1973, are being accepted. I have recently accepted an Open University graduate for a higher degree on an equal basis with graduates

from other universities. Therefore, I would not feel that the academic community's judgment was far out. This is a bona fide, effective institution.

The interesting question is whether the teaching and learning methods of the Open University are going to have a radicalizing and innovative effect on conventional institutions. We are just at the point where one can begin to say that they are. In this sense, as an innovative center, Open University is proving a major factor in the planning for the future of higher education.

A QUESTION OF RIGIDITY

The reason for the rigidity of the lesson and the examination schedules is that the courses are offered between January and December each year. The academic year runs on a different schedule. Great importance is attached to the Open University summer school which uses the plant and facilities of existing institutions, which are not open in the summer.

The reason for the rigidity is that we are not running a conventional correspondence college where you can enter the course at any time. This is a body which is running proper examinations and cannot run

mediated examinations like a public examination if you run them at any time of the year. There has to be a certain amount of confidentiality and preparation for public examinations. But more important, where there is television and radio, all the units have to be kept in pace with that, to be synchronized with it. Somebody has to keep up with the regular delivery of the correspondence materials and the assessments and the markings, and with the broadcast programs that are required to go with it. For this reason, one has to stick to a fairly rigid pacing. It isn't absolutely inflexible, but you could not operate this large system with 40,000 students involved--the delivery of large quantities of material, much of which has to be computerized, and the turnaround of student assignments--unless the thing was kept in some kind of regular schedule.

ENTRY REQUIREMENTS

The word "open" means a great many things. It means open in the sense that there is no formal requirement on entry. You do not have to have a high school diploma or its equivalent to enter. You have to be capable of doing the work. The word open also means there is no restriction

ıge, or where you live, or what you are doing. It
s not mean the same as open admissions might mean
the North American system where anybody can come
ng and be enrolled. There is obviously a top
it based on the funding provided by the national
ernment, and that produces restrictions.

Now, there are various ways of dealing with
ry requirements and there is a system of weighting
that less advantaged groups receive more weighting.
instance, a skilled worker who wanted to do mathe-
ics would find it easier to get into Open University
n a school teacher who wanted to do an arts course.
s is a weighting system in order to insure that
re is a reasonable spread of students among the
rses offered.

Where one comes to the question of drop-outs, in
er to assist there is a counselling system. The
nselling network first of all helps people who
ly to decide whether they can do a course and
ch course they might take. Then it provides a
nselor to whom the student can refer if he runs
o difficulties. If he begins to drop behind in
assignments, the computer throws this fact out.

He's directed to see a counselor after two missed assignments to try to sort out whether he is having difficulties and needs remedial help.

The result of this contact and of the high motivation of the students is shown in what are, in fact, extremely low drop-out rates by any pre-existing standards. Of the students enrolling in the mathematics course, which is a foundation course and the most difficult, 60% managed to complete the course (that is, one year's work) and get credit. Of the science students, nearly 70% completed the course and got credit, and of the arts and social science students, over 80% completed the course and got credit.

Now in many full-time institutions these will be regarded as highly satisfactory figures. One of the things of which we are most proud is the drop-out rate, given the need for remedial work. Open University takes people, 20% of whom left school at 16 and had no further education, and 60% of whom had no further education after the age of 18. You are dealing with a group which has had educational disadvantages in the past, and is now able and sufficiently supported to be able to carry through effective courses of study in their spare time. One would say that a normal

one year course of study in the Open University is equivalent to about half a normal full-time university course. It would be based on an expectation of something like 18-20 hours of work in spare time a week. That may give you some idea of its magnitude.

PLANS FOR THE FUTURE

There are many plans for the future. Immediate plans are to develop the third and fourth year--the more advanced courses. As soon as that is completed, we will engage in the task of revising the original courses. Within four years every course will be revised in terms of the lessons learned, students' responses, and so on, to produce a better and more revised amd validated course. Thirdly, there is a very interesting development that, under government pressure, though the Open University was originally intended for adults and for persons over 21, this coming year 500 people who finisned normal high school education will be admitted. The government in Britain is very concerned with the rising costs and in rising enrollments in post-secondary education. They are looking for ways to reduce the costs and to some extent

to increase the flexibility of the system. Unlike some places in North America where enrollments are tapering off now, the British enrollments continue to rise. They look like they'll be rising for the next six or seven years, partly for demographic and partly for educational and social reasons. If the Open University method offered a chance of reducing unit costs, either by part of the course being done by home study or part of it being done in institutions using centralized course materials, this is what the government would like. Therefore, the main motivation is an economic one from the government standpoint.

Many people on the governing body of the Open University were opposed to expanded use of course materials on the grounds the institution had been set up for adults who had previously missed their opportunities. Some of us are in favor of enrolling younger students because the experiment would tell us a lot about the kinds of innovation we might use in teaching 18 year olds.

The Open University system, many people believe, was designed for adult learners and this is an experimental program to see whether it can cope with those who might otherwise have gone into full-time higher education but in this case will be going into employment. This may provide an alternative

route to full-time higher education, a route of interest to people in North America, too.

The fourth thing for the future is to develop cooperation with other institutions of higher education. Certainly with the colleges of education and the new colleges that are being created by our current higher education reform, we will be offering a new qualification which will be close to the old community college's first two years of freshman and sophomore courses. It's interesting that this new qualification is being devised by a committee which the vice chancellor of the Open University has been asked to chair, representing all sectors of higher education.

There is also developing cooperation with other universities and overseas institutions. There is a pilot scheme going on in the United States with three universities to determine the relevancy of learning materials. Seventeen other countries are now beginning to use Open University materials in one form or another.

First of all, in thinking of a system of this kind, our experience suggests that one has got to be very clear about the matching of resources to needs.

One of my criticisms of some of the proposals that are being made is that people see what we might call an opportunity of a delivery system, like a city that has a big closed-circuit or cable television system. They say, "Why can't we do something with this?" without ever really asking the question, "What does the population need?" Who needs help? What are the disadvantaged groups or the particular problems they're trying to tackle, and have we got the resources to tackle it? To say you can simply tackle it with cable television, if you haven't thought about designing a curriculum for those people and producing software for them, it seems to court disaster.

The British system has been able to achieve much because it is a highly centralized, nationally supported system in a country of 55 million people with about 40 to 60,000 students being enrolled. This, with a relatively simplified range of courses, gives you quite a large constituency to reduce your unit cost. Some of the proposals I've seen in North America recently have involved very high unit costs. The input side is substantial and the number of people being covered is not very great.

Secondly, the British system is able to give you economies of scale. The cost of producing software, whether it's printed materials or television and radio programs, is often underestimated by those who want to produce schemes of this kind. We certainly have found that this is a costly and slow business to do well. Nevertheless, if you are operating on this scale, our estimate is that the cost of getting somebody through a degree (an undergraduate degree) is about one-fifth of the cost of full-time higher education.

Of course, if one is looking at the social value of this, one must consider that the people taking this work are themsleves working. They are full-time employees paying taxes in most cases. Therefore, they are not a burden on the system. They are actually contributing to the national income as well as paying a fee. The fee may not seem very large to you, but may be worth mentioning. For one year's work it would be in the area of $160 to $170.

There is a difference between our system in Britain and yours in that you have a pretty well established network of transferable qualifications and of part-time work where one can acquire credit. The British

higher education system does not have this although we are slowly and painfully moving in that direction. We have no network equivalent to the community colleges yet, or transfer courses or part-time college level work.

Where one is dealing with a smaller population base, as in the Pacific Northwest or British Columbia, one has to look very carefully at the way existing institutions can be linked. Ask how you can build on the resources that exist in the universities and in the community colleges, and how far they can provide a teaching and face-to-face base if it will link into any system. You've got to ask how much money is available for the production of software and for the operation of delivery systems. Obviously those are functions of the size and density of the target population. One has got to ask which group is one aiming at. Is it merely people who are adults? Is it people who are going to be school-leavers? At what level is it offering? Is it offering for a wide range of courses or for certain specific vocational remedial needs? Or is the whole proposal concerned with the reduction of costs and of creating mobility and flexibility in the system?

The highest demand is for courses in the arts and social sciences. Next in demand is science. Demand is less for mathematics and technology at the foundation or the first year level. Those are the five interdisciplinary courses. Obviously there is a bias towards arts and social sciences. This is a function of general interest. It's a function of what people think they can cope with. You've got to remember that the course offerings are relatively limited. They are not like a normal university course offering. There are a relatively limited number of modules, but one of the differences is that students can combine them in almost any number of combinations. There is much greater flexibility of choice. Therefore, the problem is to produce sufficient throughput in each course to make it economically worthwhile.

Our written materials are generally organized in "structured learning sequences." They involve a carefully planned sequence of thinking and exercises but they are not programmed in the sense of moving from one frame to another. They involve quite a lot of collateral reading of exercises in project work which have to be done in the right order. They provide much more printed input than would be the case with

a straight sort of small scale program. The workbook you would receive, for instance, would cover about three week's work or 80 pages. You would have to do reading, writing, assignments and so on. This material is now on the American market. It is available through Harper & Row on inspection.

Norman Mackenzie is currently the Director of the Centre for Educational Technology at the University of Sussex and a member of the Open University Planning Committee in Great Britain. He formerly directed the Center for Academic Services at Sussex. He has served on the faculties of Williams College in Massachusetts, Sarah Lawrence in New York, and the Australian National University. While in Australia, he was Research Director for the Social Sciences Research Council of Australia. In addition to a term as editor of the New Statesman, Dr. Mackenzie has authored several books including: Teaching and Learning: An Introduction to New Methods and Resources in Higher Education, Women in Australia, Dreams and Dreaming, Socialism: A Short History, and edited a Guide to the Social Sciences.

EXTERNAL DEGREE MODELS
DISCUSSION PANEL

"Every man who rises above the common level has received two educations: the first from his teachers; the second, more personal and important, from himself.

Edward Gibbon: Memoirs

COLORADO: UNIVERSITY WITHOUT WALLS

BY ELINOR GREENBERG

Director, University Without Walls and Other Special Programs, Loretto Heights College

I will try to deal with some of the very specific things that we have experienced in the University Without Walls through the Union for Experimenting Colleges and Universities. The Union is a consortium that is the sponsoring agency for 26 University Without Walls institutions throughout the country.

First, the management of innovation is hard. Few people understand what the University Without Walls is doing and everyone is skeptical. Few persons can relate to new staff roles, and few persons can figure out what the costs of innovative programs are. New things threaten many people. There is little history for the University Without Walls and, therefore, there are little data. Few people trust other people called students. Everyone is protecting something. Few people have the physical and emotional energy to meet and tackle new problems every day. A minority position can be a very lonely place; paranoia is not uncommon. Close relationships among faculty, students and administrators are necessary and demand much from everyone. The management of innovation is hard.

THE LEARNER IS IN CONTROL OF HIS OR HER OWN LEARNING

The Union for Experimenting Colleges and the University Without Walls is one model for innovation in higher education for which the central and over-riding idea is that the learner is in control of his or her own learning. The learner is active and not passive. The learner is the essential reason that all of the staff and faculty jobs and the University Without Walls system exist. The learner is trustworthy and the institutional system can be trustworthy on behalf of the learner.

In its most profound sense, University Without Walls is one response to a nation of sheep. It responds to a nation that is computerized, mass and impersonal, and a society that many young people are telling us they don't enjoy very much. University Without Walls helps persons to experience institutions that are responsive to individual needs. University Without Walls insists that the individual clearly take responsibility for his or her own life--choices, plans, decisions and outcomes. The program is tough. It is not for goof-offs. The program is profound. It is not superficial. The program is working in the lives of people and institutions and is not today's theory.

THE BEGINNING

The University Without Walls began partially in the mind of Samuel Baskin as he shared thoughts and ideas and hopes with a group of faculty and administrators in 1969. That was the era of campus unrest and the winds of social change were howling like gales through the halls of ivy. Out of that conference came the original proposal for a consortium which journeyed for two years before it made it to the Office of Education and the Ford Foundation for funding.

The seed funding for the University Without Walls came from the Office of Education at $415,000 and from Ford Foundation at another $400,000. These funds brought most of us through 1970-71 and to the fall of 1972 and, since that time, all the units of the University Without Walls have been essentially supported by institutional funding arrangements.

Today there are 5,000 students in the University Without Walls in 30 units belonging to 26 institutions throughout the country; 45% of them are male, 55% female, 40% minority. Of those minority persons, 30% are black. Two-thirds of the student group are above the normal college age and one-third is within the traditional

college age. Thirty are in correctional institutions and forty-eight more will be included as interns in a new teacher corps funded proposal in correctional institutions in four states. Four international conferences will be held this summer in Grenoble, Oxford, Finland and Austria, extending the University Without Walls idea beyond the United States.

The eight organizing concepts of the University Without Walls were:

1) That there be a wide age range of persons, from 16-60; with implications for admissions and recruitment.
2) That there be students involved in the go[illegible]ance, administration and design of the program; with implications for how you organize.
3) That students set and pursue their own goals and learn to plan and learn independently; with implications for what we call learning skills workshops and learning how to learn.
4) That programs are individually designed and tailored to fit each student's needs; with implications in learning contracts, advisors, resource persons, etc.

5) That University Without Walls use a variety of resources for learning in many ways for many kinds of people; with implications in something we call the inventory of learning resources, employment, internships, travel, course work, seminars in the field, independent study and all the ways of learning in different places with different persons.

6) That adjunct faculty and resource people redefining what a teacher is, who a teacher is, and where they are found, and what an educational institution is, be utilized.

7) That University Without Walls use more than one educational institution in a network of University Without Walls institutions throughout the United States and that, indeed, students can take course work at any college or university convenient to where they are.

8) That new approaches to evaluation and assessment will be developed including both cognitive and affective areas, and that criteria and measurement or descriptions of this kind of process

will be done. This has implications for grades, credits, time spent, all of which were seen to be as inadequate when we began.

"WHAT IS AN EDUCATED PERSON, ANYWAY?"

At Loretto Heights College we have developed a paper, a small tool called "What is an Educated Person, Anyway?" What is learning and what indeed is creditable? This paper has provided a base for our evaluation and assessment procedures in what we call the degree review process. Two other items were very important. Could we lower the cost of tuition, the cost of higher education? Could we redefine what the new breed of teacher was in this system? In accreditation we use the degree of our own home institution or we use the degree of the Union. The Union's degree has been reviewed by the North Central Association for accreditation. It was at the correspondence status in the spring of 1972 and is now changed to the candidate status. The State of Ohio Board of Regents licensed the Union to grant degrees in the name of the consortium.

At Loretto Heights we have 106 students in University Without Walls. We began less than two years ago with 0 students. The first group, the pilot group, came in from the college itself. The new group of students includes persons from 15-1/2 to 62. They are persons

transferring from other colleges and universities. They are adult females returning to school and adult males whose interests in credentials are very different from the interest that young people show. University Without Walls students are minority students, a group of policemen in Albuquerque, and they are special populations from as far away as Montana, Ohio, and Arizona. Sixty-three percent of our students are female and thirty-seven percent male. Seventy-five percent of the credits are taken off campus and twenty-five percent on. Forty-three percent of the persons are under twenty-one and fifty-seven percent are over. Forty-two percent receive financial aid. Many have had previous college experience--seventy-three percent exactly. The fields that they are interested in range all the way from gerontology to dance therapy , to early childhood education, to the physical sciences, to Swedish literature, to history and anything that you can possibly imagine in which a person would be interested in pursuing a degree.

University Without Walls is committed to testing some ideas of what learning is all about. Does learning come in phases? Is it in levels? What is learning for the learner? Does it start with being unconscious of something, where a person is apathetic to being aware of something, where they are an observer? Does learning include having theoretical knowledge where a student is

an apprentice in a vicarious learning situation. Is learning having experience as an intern and being able to generalize and synthesize as a program leader as well? Is learning having commitment and action as a supervisor and having influence on others as a policy maker, someone with power? Perhaps these questions lead to a sequence of learning that University Without Walls is interested in learning more about. I suspect that most people stop with learning at the theoretical knowledge level. They are not sure what behavior learning produces. We are sure that real learning that is important to the learner includes many many things, and our intent is to respond to the individual and develop programs with him or her, in his or her terms.

Elinor Greenberg, Director of the University Without Walls and Other Special Programs at Loretto Heights College, Colorado, came to the position with an impressive history of work for the education of physically disadvantaged and ethnic minority persons. Her affiliations include the Federation of Rocky Mountain States--Human Resources Committee; Colorado Conference of Social Welfare; Operation Quest: Arapahoe Community College (designer); Jewish Community Center--Adult Education Committee; Panel of Eastern Women's Liberal Arts Colleges (chairperson). Ms. Greenberg graduated from the University of Wisconsin in 1954 with an M.A. in Speech Pathology.

CALIFORNIA: THE EXTENDED UNIVERSITY

BY PATRICK HEALEY

Academic Assistant to the President, Extended Academic & Public Service Programs, University of California

In many ways, the Extended University of the UC might appear to be the least non-traditional of the programs represented at this conference. The Extended University proposes to offer undergraduate and graduate degree programs primarily to adult students for whom the university's full-time resident programs are not available. The programs, however, will be offered through the regular academic departments and colleges by regular UC faculty. New degree programs, as well as present programs, will be evaluated, approved and reviewed by academic senate committees.

INTEGRATED PROGRAM

Except for the adult, part-time nature of the students, the Extended University appears relatively traditional beside Thomas A. Edison, Minnesota Metropolitan, University Without Walls, and the British Open University. Because the Extended University has been structured as an integral part of the University of California, it is anticipated that major

changes will be affected within the structure of the internal, as well as external, aspects of the UC. Therefore, the University of California's dual purpose is to serve the adult part-time students for whom the full-time resident programs are unavailable, and to affect major change in the structure of the university itself. I will cover some of the details of the university's decision to choose this model in relation to the more non-traditional models.

The Extended University got underway in the fall of the 1972-73 academic year with seven pilot programs enrolling about 450 students through six of the University's nine campuses. Pilot programs were designated to test and experiment with a myriad of educational programs associated with unconventional forms of higher education as well as students unconventional to the university. These include: general access to higher education, access to library materials off campus at the off-campus learning centers, innovative uses of educational technology, admission of older students and assessment for admission, a comparison of the adequacy of the present curriculum to new, basic traditional assumptions about residency requirements, the problem of counselling the adult student, and many others.

The Extended University, in its general standards of admission and educational function, fits the university's role under the California master plan for higher education except that the program is limited to students enrolled at the upper division level for a bachelor's degree and at the graduate level for a master's degree. The decision not to offer lower division work was made on the basis of a rather extensive community college system consisting of 96 institutions throughout California which provide excellent lower division preparation. Students enrolling in Extended University programs are expected to be primarily those now effectively denied access to formal university study because of work, finances, cultural or geographical isolation, home or family responsibilities, or similar impediments to full-time residential study.

A MECHANISM FOR UNCONVENTIONAL UNIVERSITY EXPERIMENTS

The Extended University is an experimental program. In its pilot phase it provides a mechanism for the UC to experiment with unconventional programs during the years 1972 through 1975; and based upon evidence gained during this time, to affect changes in university admissions, educational and administrative policies, and the the residency fee structure, which are necessary to give the program a permanent place within the UC.

During the pilot phase of the program varied admissions procedures especially appropriate to selecting adult students will be carefully developed, tested and evaluated for their effectiveness in predicting success. The approval of such temporary variances in admissions and other procedures as may be required for experimental purposes, will rest with the university academic senate and regular administrative agencies. It's a learning process for all.

Off-campus learning centers are planned as an inseparable part of most of the programs. The centers are not mini-campuses but rather, unconventional learning environments. Services to be provided by such centers are expected to include, for example: information concerning educational programs available in the community both through the UC and through other agencies, counselling and guidance, library and reference sources, seminar and classroom facilities, audio and video tape equipment, terminals for computer assisted instruction and related self-directed learning facilities.

Each center is to be conditioned by the character of the community in which it is located and the expressed desires of the students to

be served through the nature of the instructional programs to be offered at each individual learning center. Actual locations presently, and are expected to continue to include: facilities of our agricultural extension service throughout the state (which has a learning center or centers in each of the counties of California), community colleges, high schools, municipal and governmental offices, libraries (which we are presently using), museums, and places of employment. Presently we have facilities set up in Fresno in the Model Cities building and in Sacramento in the public works building, since these organizations will offer degree programs.

New curricula are also expected to be developed in ways responsive to the kinds of experiences, motivations and goals of the part-time student, most of whom are expected to be beyond normal college age. Experience will also be sought with advanced academic placement practices, credit by examination (which is already used extensively in the full-time resident programs), and certification of relevant work experience and self-education.

The already well-established university extension and summer session programs are not part of the

Extended University. These established programs will articulate and support the overall non-traditional effort while continuing to serve the adult population of California by meeting their non-degree related continuing education and retraining needs. They are doing a superb job of this, as they have in the past. Last year university extension had over 330,000 enrollments.

THE UC CONSORTIUM GOES STATEWIDE

In addition to the initiation of the pilot programs on each of the nine campuses of the University, a new coordinating administrative unit, known as the UC Consortium for the Extended University, will have as its responsibility the devising and implementation of multi-campus regional and statewide programs. The central unit will coordinate the efforts of the nine rather autonomous campuses and use unique resources of one campus on a statewide basis.

Because students enrolled in the Extended University programs are fully matriculated students of UC, they will be funded roughly on a basis equivalent to students in full-time resident programs based on course load. State funding for the pilot programs and the consortium programs in 1973-74 was sought by

the University and has been provided in the governor's budget as a new program in the amount of $1.5 million, which is sufficient to enroll about 1,600 students next year in the developmental phase. This would also go for one-time costs of setting up the program.

The Extended University, it is interesting to note, was the first new program funded by the governor for the UC in his six years in office. We feel some degree of support in those quarters. Funding also provides for forty new positions. These are permanent full-time faculty positions and are about the same number received by the entire rest of the University put together.

Extended University students at the present time are limited to half-time load and they pay half fees. This is half of the fees that go primarily for financial aid and student services. None of the fees go for instructional costs, as is true with the full-time resident students. This means that the Extended University student pays approximately $100 per quarter for half-time matriculation.

Patrick L. Healey, an associate professor in the Department of Developmental and Cell Biology at the University of California, Irvine, also holds an appointment as Academic Assistant to the Vice President--Extended Academic and Public Service Programs. He assists Vice President David P. Gardner in directing and coordinating the several functions of the UC Consortium for the Extended University. Along with several planning, coordinating, program, and developmental functions, the Consortium assists the nine UC campuses in developing degree programs for part-time students and advises the President on University-wide policy affecting such degree programs. Dr. Healey received both his A.B. in Zoology (1960) and his Ph.D. in Botany (1964) from the University of California, Berkeley. Prior to joining the UC Faculty, he was an assistant professor at Brown University.

NEW JERSEY: THOMAS A. EDISON COLLEGE

BY JAMES D. BROWN, JR.

Director, Thomas A. Edison College

THE COLLEGE WITHOUT FACULTY OR INSTRUCTION

Thomas A. Edison College (TAEC) was founded on July 1, 1972, so we are less than one year old. We have over 350 students enrolled and will actually be granting about 60 associate of arts degrees in June, 1973, which is a pretty good record for the first year of operation. TAEC does not have a faculty, will not have a faculty, will not offer instruction, and will not have any classrooms. It is a college, and I will defend that. I may be the only director or head of a college in the country that will never have its own faculty.

We were founded as an arm of the Board of Higher Education of New Jersey, but in May, 1973 the Board established Edison College as one of the state colleges under the state college law. Therefore, we will be an autonomous unit with our own Board of Trustees on a par with the other state colleges in New Jersey.

The basic concept of TAEC is that we grant credit and degrees by examination, and encourage education to go on outside the traditional mode. The program of Edison College permits students to receive educational

experiences where they are most effective and where the particular educational experience meets their need, and then sit for examinations at Edison College.

DEGREE DEVELOPMENT BY COMMITTEE

We now have two degree programs. An associate of arts degree which is very traditional. Essentially it is a 60 credit program developed in cooperation with the Regents External Degree Program. There is a certain amount of spread between the humanities and science and the social sciences, but is essentially a 60 credit associate degree. It was developed by a committee of faculty from New York and New Jersey that met together and established degree requirements and various methods by which a student could qualify for credits under the program.

The second degree program that we are now offering is the bachelor of science in business administration. This, again, was developed by a joint interstate committee of business school deans and faculty members who decided on the professional aspects of the curriculum. Instead of a system which counts credits, they looked at the five or six areas of competence which a professional

curriculum in business ought to contain, and established examinations and requirements for each of these areas. A student may specialize in two of the particular areas of competence--accounting, finance, marketing and so forth--and take a comprehensive examination in one. This bachelor of science in administration is in its total package quite a traditional degree, but the delivery system and methods of qualifying for it differ widely from the traditional mode.

An associate in applied science in nursing degree is now in the planning stage. This again is being developed by an interstate faculty committee. In this case about 22 nursing school deans are sitting down together and deciding what is the essential content of an associate program in nursing. This has taken us quite a long time to do, but it has been supported by substantial grants from the Ford, Carnegie and Kellogg Foundations. It is an extremely difficult challenge to ask educators what they expect a nurse to know if he or she is to have the equivalent of an associate program in nursing.

TAEC has a bachelor of arts degree on the drawing boards which we hope to be offering within the year. Also in the planning stage is an associate degree in management designed particularly to be dovetailed into and

coordinated with supervisory and managerial training within corporations, within service industries, health professions and the civil service. The need for competency in the lower management level is extremely apparent to us in New Jersey. We feel there is a tremendous need for upgrading and extending the career paths of individuals who did not go to college. These people could be trained more effectively on the job or within the work situation, especially in the health services area. We are working toward a degree program that will be taught by individuals within business and we will provide credit through examination.

HOW DO YOU GET CREDITS AT EDISON COLLEGE?

First, credits may be transferred from another accredited institution. Many of our first students have had substantial blocks of credit received from other institutions which they may have accumulated over a period of time. Students may have taken courses in the military in the USAFI program or through correspondence courses. They may have moved around or picked up credits at one place or another.

Often, students have received credits a number of years ago. We do not have any cut-off time on the validity of credits except in the professional prerequisites in the business program where we do feel that first-year accounting which is going to be followed by second-year accounting ought to have been done within a reasonable period of time. This is one of the most serious questions of the cut-off period for adults who wish to re-enter higher education.

A woman in my office a couple of weeks ago had just been over to one of the private colleges in the state where she had earned 80 credits 20 years ago. Her kids were now out of the house and she wanted to re-enter college. She said the private college would not take any of those credits and she was mad. She said the fellow across the desk that she had to call "Doctor" had obviously earned his credits a lot more than 20 years ago. She had a good point. Our degrees don't cease after 5, 10, or 15 years, but credits do. That is one of the areas in our program that can attract people back into education--examining transfer credits no matter when they were obtained.

The second area for granting credits at Edison College is by examination. We use the CLEP examinations and our own examinations developed with the State of New York. The Regents External Degree Program has had a college equivalency examination program for nearly 10 years in the humanities and social sciences, nursing and education. We are supplementing those with the new examinations which we developed for a business degree and for nursing, and a bachelor of arts degree.

SPECIAL ASSESSMENT OF KNOWLEDGE

The third way to gain credits at Edison College is special assessment of knowledge. Special assessment is a concept which can be easily misunderstood or is defined differently in various external degree programs. At Edisor College, knowledge already obtained is assessed, regardless of how it was obtained. It is an alternative to the normed examination; we only offer special assessment when there is not an appropriate examination available.

A faculty member at one of the institutions in the State of New Jersey, public or private, is asked to examine an individual on a simple criterion. Does this individual have the level of knowledge that you would expect a student in your course to have at the end of the program? In other words, does this person

now have the level of knowledge that would be equivalent to students who have taken the faculty member's course? Though it sounds simple, it's very complex, because the perceptions of what an individual knows, and how his knowledge fits into the traditional academic framework, is extremely difficult. The perceptions of the testee may differ widely from the perceptions of the testor, and it requires a substantial amount of counselling to bring the two together and have a meeting of the minds before the actual evaluation is made.

TAEC will also do group special assessments. If any organization in the state believes they are teaching 20 people something, and an appointed committee from the established educational system decides that the content and their objectives are appropriate, TAEC will establish a special assessment of that program by faculty in that field. This has a tremendous applicability in many of the quasi-educational organizations that put on programs at the college level.

COUNSELLING COMPETENCY

Counselling is usually not a part of the validation type models of an external degree program, but we have found it essential to have counselling competency.

Within the State of New Jersey we have been counselling more than potential students of Edison College. It is apparent that Edison is developing a network of counselling services for all adults in the state who wish to discuss the best strategy for them to return to college. We have found that just the opportunity to go back to college as an adult is not enough.

Individuals who have never been in college, or who have not been in college for 10 or 12 years, need encouragement. They perceive college as sitting in the classroom with a bunch of hippies or they have other images. Read our catalogs and see how we literally turn off potential students. Higher education doesn't sell. Educators sell 18 year olds, but not adults. When adults come onto the campus as part-time evening students, we often provide them with a curriculum and a syllabus designed for 18 year olds.

Do adults want degrees? They often don't want degrees because their perception of what they have to do to get it does not make it worthwhile. But if adults have an opportunity to get a degree in an educational environment that meets their needs, takes advantage of their experience and so forth, they do want a degree. People like to work for credit and they like the accomplishment of degrees. But we put the price of degrees, in their minds at least, at a very high level.

We have been finding out as we go along what our markets are. After two or three months of planning, Edison College was established and started taking students. We felt this was the only way to learn. Our students are about 35 years old. They have some credit from other places. Edison students may be housewives interested in going back into the labor force, or wishing to obtain degrees for self-satisfaction or because their husbands have them.

Students may be in the military. The experience of New York has been more extensive, but over 40% of the students in the Regents External Degree Program are either in the military or have recently been in the military. The New York program is a validating process for the whole military educational system.

Many of our students are looking for job advancement. We feel that the external degree we are offering can provide a mechanism for on-the-job training as involvement in an educational experience for greater career opportunity. The nursing program isn't for people off the street who think they would like to be

nurses. It's for practical nurses who wish to create a career path. The associate degree in management is for first-line supervisors who want greater career paths. This is a mechanism for providing it.

A RE-ENTRY SYSTEM INTO TRADITIONAL HIGHER EDUCATION

The external degree program is simply an expansion of the spectrum of opportunities for individuals to continue their education. It is not in competition with, but is complementary to, the established traditional educational community. Edison students would not be in traditional colleges.

Edison College is a re-entry system into traditional higher education for adults. We are a half-way house for a great many people who will go as far as they can with us based on their background and experience and their ability to take examinations. We put their educational goals in order and then they go to a traditional college. Simultaneously, working on their own or in groups with us, students can take courses at the community colleges or the four-year colleges. Edison is one mechanism for tapping the adult market and making higher education available to them.

Edison is not in competition with other institutions and in New Jersey, the higher education community, both public and private, has greeted them with open arms. All of the state colleges now accept Edison credit as they would from any other community college in the state. The private colleges have given TAEC a full faith in credit statement. The community colleges are now working on a policy of accepting Edison credits with full faith for transferability.

This is a list of the kinds of organizations with which we are working closely to provide the education that we will be testing for.

1) Libraries are a very important resource. You have to have hardware before you can call a library a learning resource center. Libraries are very much involved with our program in supplying materials and so forth.
2) Business.
3) Civil service and the educational programs within the civil service.
4) The high school adult education programs are extremely important to TAEC. They are putting on programs for Edison College students.
5) The extension division.
6) The self-learning groups.

One of the largest industries developing in New Jersey is the organized retirement home. There are over 100,000 people in organized retirement homes in New Jersey. Each one of these can have a self-learning mechanism to develop an opportunity for retired people to continue their education. There is tremendous potential for retired people to learn on their own if they have the resources within their community to provide educational experiences.

So it is really Edison's goal to make the State of New Jersey one large campus, a campus where people are learning most effectively to best meet their needs. It is also the goal of the college to assist adults in moving back into traditional higher education if that best meets their needs.

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James D. Brown attended the University of Wisconsin, receiving his M.S. in 1958 and his Ph.D. in 1960, majoring in Labor Economics and Economic Theory. Before his appointment as Director of the Thomas A. Edison College in Trenton, New Jersey, he held several teaching professorships. In 1966 he was also appointed Dean of the School of Business Administration at Adelphi University and, in 1969, Director of Executive Programs, Graduate School of Business at Columbia University.

MINNESOTA: METROPOLITAN STATE COLLEGE

BY DAVID SWEET

President, Minnesota Metropolitan State College

Minnesota Metropolitan College was founded by the Minnesota legislature two years ago. We started recruiting a staff in the summer of 1971 and admitted our first students on the first of February, 1972. We graduated our first students a year later with BA degrees. We have approximately 500 students now and expect to double our enrollment. We have just been funded for the next biennium by the Minnesota legislature.

MMSC is designed as an institution to test the proposition that one can offer and operate education on the basis of some alternative assumptions and hypotheses. Consequently, we have deliberately set out not to follow many of the conventional hypotheses and assumptions about education. When we find ourselves moving into more typical assumptions and hypotheses in education, that in itself is a justification for moving away. One of the principal justifications for MMSC is to test alternatives to see if they have any validity, any utility, any viability. Thus, we do not have a campus.

USING EXISTING FACILITIES, WHEREVER EDUCATION CAN TAKE PLACE

We operate in what was a 7-county metropolitan area. Thanks to the census bureau it is now a 10-county metropolitan area and it includes a county in Wisconsin. So, we are more legitimately the Minnesota-Wisconsin Metropolitan State College. In any event, it is urban-oriented by virtue of the service area that we were designed for. It is an institution that uses the facilities of existing under-used and unused agencies all across the 10-county metropolitan area. We offer our educational program in schools and churches, factories, office buildings, theaters, museums; in short, anywhere that education can take place. That was our founding assumption.

The legislature appropriated $300,000 in 1971 for two years to plan and operate MMSC. It is very interesting to open, plan and operate a college on $300,000. Fortunately, we were able to raise, from a variety of sources, approximately $600,000 more in grants from other federal and private agencies and from tuition income. So we've had $1 million as our biennial operating budget for two years from the initial $300,000.

We have used other people's resources as our campus. We are using the city as our campus; that was our founding

characteristic. We have moved beyond that. I want to lay out three basic tenets of the institution and tell you a little bit about how we have attempted to implement them.

First, at MMSC we say that the student has responsibility for, and authority over, his or her own education. We feel that tenet very strongly and are prepared to carry that to its logical conclusion, which I won't spell out now.

THE CITY IS OUR CAMPUS

Second, at MMSC we are deliberately and consciously pro-city. We are convinced that for the foreseeable future mankind is going to live in direct relationship to cities, whether they live in crowded urban areas or not. Our lives are shaped by cities and it is incumbent upon our educational processes to prepare people to use cities rather than to be used by them. It is our observation that formal educational institutions, particularly higher education institutions, have a farily substantial tradition--not just in this country, but around the world--of isolating themselves physically from cities. More than physical isolation, education institutions are isolating themselves intellectually from cities, rejecting urban environment. One might define the ivory tower as fundamentally an anti-urban attitude.

Third, we measure educational progress not in terms of credits and grades but in terms of what we call demonstrated or verified competence. We ask our students to measure themselves, not in terms of the number of credit hours they have accumulated, but in terms of the competencies they can verify. We have come to define competence in terms of skills, both mental and motor, plus understanding, plus the values and attitudes that lead one to utilize the skills and understanding which one has. We ask people to define their educational goals in terms of the competencies they want to achieve, and verify as we have defined competence.

We recognize that most people do not enter institutions of education as certified educational planners. Therefore, when they come upon our first tenet, that they must accept responsibility for, and authority over, their own education, if we did not provide them with some help, they would be bewildered. If we were told that we had the rest of the day to do whatever we wanted to do, without resource limitation, most of us would spend the day trying to figure out what it was we wanted to do with this freedom. We aren't well prepared to use the freedoms that are presented to us. However, if somebody then outlined a program for the rest of the day as to how they thought we ought to use it, we would

instantly be confident of our capacity to improve upon that outline as it related to ourselves. That's what we do at MMSC.

THE FIVE COMPETENCY AREAS

We suggest to students that the purpose of organized education, be it higher education or even elementary education, can be conceptualized in terms of five broad competency areas. We asked ourselves at the beginning, "Why does a society create formal institutions of education? What are the purposes of it?" We attempted to conceptualize education in those terms. The answer was developed to prove that they have acquired competence, skills, understanding, values and attitudes in five areas.

One area is in relation to learning itself, which we soon realized was intimately linked up to communications. So, we suggest to students that they ought to be able to verify their competencies as learners and communicators. Second, we said that a society creates formal institutions of education to help people become competent in governing that society. This means having understanding and knowledge about the ways in which the society impinges upon the individual and the groups to which he is a part, and ways in which the individual, in association with others, can shape that society. We call that civic competence. We'd like to call it

political competence, but that has so many connotations in contemporary life. It is political in the classic Greek sense. We are not talking simply about the governmental, but also the economic, the social, the cultural, the religious--all the ways in which society impinges upon the individual. We say people need competencies in those areas and that society creates formal institutions of education to help them acquire that.

Third, we talk about vocational competence. We consider that a person is not liberally educated in the contemporary world unless he can function in a vocation, profession, or career, and he understands the world of work. We have been accused of being a "fender-bender tech." We consider it essential that to understand and to function in contemporary society, you know about work.

Fourth, we recognize that conventionally work depletes, and that one needs something to re-create himself or herself. Consequently we talk about recreational competence--the capacity to supplement what you are, to make more of yourself, to use, at least in this society at this time, an increasing amount of leisure time. Most of us use this increasing leisure not to re-create ourselves but to further deplete ourselves and what's worse, deplete the rest of society as well.

We are convinced that educational institutions have a responsibility. It is a responsibility that the institutions tend to meet by encouraging people to be spectators. We are a spectating society. We make comparisons among the kinds of spectating we do. It is obviously better to spend your afternoon at an art gallery than it is on your back watching the Los Angeles Rams play the San Francisco 49ers. I suggest that it is not any better to spectate in one place than it is in the other. What we need if we are genuinely going to re-create ourselves is more participation, more action.

Fifth, we talk about competence in human growth and development, competence in setting goals for yourself. This area includes an evaluation of your capacity to reach goals, to reassess yourself in the light of achievements or failures to achieve, and to relate yourself to others in society.

We ask students to design a program in relation to the five broad competency areas. That program is then reviewed and critiqued by the faculty and implemented using a variety of learning strategies. Another key at MMSC is to throw out some miscellaneous phrases. We say at MMSC it does not matter where you learn it, how you learn it or from whom you learn it, but do you know it? Most of education is more concerned about

where you learned it, when you learned it, how you learned it or from whom you learned it, than they are about do you know it.

VERIFYING COMPETENCY--THE FINAL EVALUATION

Finally, after the student has satisfied himself that he has learned what his program set out to teach him, the student must be convinced that, after working in association with the advisors and the rest of the faculty, he knows the material. Then he is run through what we call a final evaluation program. The final evaluation attempts to develop a narrative transcript describing in detail what is known, what the competencies are and how, in fact, they have been verified. We do not have a transcript that lists courses because we don't offer courses. We do offer group learning opportunities, but they aren't courses and students are not required to take any of them or to use any college sponsored learning projects. Students may learn in any way that it makes sense to them to learn.

Let me add that the bulk of our faculty consists of people drawn from the community. We call them community faculty members. We attempted to attract a large number of these people, persons who have demonstrated their own ability to learn, to apply what they know and

who have a willingness to share what they know with our students. Many of these community faculty members come to us with advanced degrees and some of them enroll as students themselves. Other faculty come to us as students and it turns out they can become community faculty members to help other students learn. That is very crucial to what we are all about. We are trying to convince people that they can be both learner and student.

David W. Sweet attended Duke University, receiving his M.A. in 1958 and his Ph.D. in 1967, majoring in Political Science. From 1959 to 1969 Dr. Sweet held faculty and administrative assignments with the Ohio University and the Illinois State University. In 1969 he was appointed Vice Chancellor for Academic Affairs for the Minnesota State College System. Dr. Sweet was selected by the Minnesota State College Board to be the founding President of the Minnesota Metropolitan State College in 1971. Previous to that time, Dr. Sweet was instrumental in the conceptualization and planning of a new college primarily aimed at meeting the educational needs of adults in the Twin Cities metropolitan area.

THE OPEN UNIVERSITY

BY FRED A. NELSON

Co-Director, Office of New Degree Programs, College Entrance Examination Board

The College Entrance Examination Board has no intention of offering degrees by examination or by mail. The Office of New Degree Programs is essentially a service agency to institutions, state systems, and agencies that are interested in expanding educational opportunities through alternative degree programs.

THE OFFICE OF NEW DEGREE PROGRAMS

Many of you are aware that the College Entrance Examination Board and the Educational Testing Service jointly sponsored the Commission on Non-Traditional Study chaired by Sam Gould. At the same time it launched the commission, the College Board created the Office of New Degree Programs as the clearinghouse agency for what was then called External Degree Programs. We've since changed the name of the office to New Degree Programs. We have a variety of publications and annotated bibliographies of literature dealing with the external, or new degree topic.

My counterpart at Educational Testing Service,

John Valley, this year compiled a publication called "Increasing the Options." It spells out a number of alternative programs that are either operational or in the planning stage, and includes some brief descriptions of major studies and supporting services. The office has an array of publications which serve the cause, as well as a series of activities.

The Office of New Degree Programs co-sponsored, with the American Association of Higher Education, a five-session conference on the external degree at the annual meeting of the AAHE in Chicago this March. The papers presented there appear in the June issue of the Journal of Higher Education, edited by Pat Cross.

We also sponsored a series of small meetings of institutions and programs that are developing external degrees. A year ago in Princeton, David Sweet from Minnesota Metropolitan State College attended one. Another session was with Jim Brown from Thomas A. Edison College, as well as representatives from the University of California, the other system in California. Those are the kinds of things that we do.

EVALUATING BRITISH OPEN UNIVERSITY MATERIALS IN THE UNITED STATES

My main purpose is to briefly describe an evaluation project of the British Open University. The

Carnegie Corporation has given a grant to the College Entrance Examination Board to conduct an evaluation project of the British Open University (OU) methods and materials during the current academic year. The grant was in excess of $200,000. The number of students involved is about 875. That turns out to be about $250 per student for evaluation, which is probably more than it costs to provide the program.

The College Board research is being done by Rodney Harnett at the Educational Testing Service in Princeton. This project has important implications for the future utilization of Open University methods and materials in this country, and is now underway at three American universities. University College at Rutgers, in New Jersey, is using three foundation courses. The three are: humanities, mathematics and science. The University of Maryland is offering the humanities course. The University of Houston is offering humanities and science.

San Diego State College, now called California State University, San Diego, was to have been a fourth institution in that project. They were going to offer the mathematics foundation course. They were the only institution that was going to actually transmit open university films over open circuit television. But for a variety of reasons (the lead time, too high cost, and the length and rigor of a full year course) San Diego found it necessary to drop out of the project.

The OU is indeed under great pressure to recover some of its amazingly high development costs for materials Harper & Row is the agency in this country marketing the printed materials, films and audio tapes.

HOME STUDY SCIENCE MATERIALS

The scientific materials are available through an air-flow development company in Canada. The science kit has been used very effectively with home study for the science foundation course. Home study is one mode that has not really caught on in this country, but the OU science kit is a laboratory with everything but the kitchen sink. The clever microscope has three light sources including a self-contained electric light with batteries. It has three different powers of magnification with three different objective lenses. The optics make a "U." Just as it is desirable to have economical pocket calculators, we are now approaching an economical 200 power microscope.

There are some indications that the faculty using the OU materials and the scientific equipment are pleased. There is some concern that Harper & Row is anxious to market all the materials piece by piece. Some of the faculty using the materials at the three participating American universities feel that the foundation courses

have a coherent hull and it may be a mistake to try to break them up into smaller pieces. An evaluation study now underway should have a very good over-all view of faculty attitudes towards using the materials, student attitudes, and what kinds of students have succeeded using the OU approach. At Maryland and Rutgers the students of both institutions tend to be adults with an average age in the 25-35 range. The University of Houston, unlike the real Open University, is offering the humanities and science courses as traditional courses for traditional college-age, on-campus students. None of the three institutions is transmitting the films or the radio tapes over open circuit. That is another reason that I regret San Diego dropped out of the project.

TRANSPLANTING BRITISH MODELS TO AMERICAN SOIL

I would like to reflect upon some of the differences and perhaps potential problems that I see in transplanting these British models to American soil. The University of London, with a pure external degree (a degree by assessment or the OU national system of correspondence study) is in for some tough sledding in being transplanted in full to our own country for at least four reasons.

The biggest difficulty is the American higher education tradition to not separate the function of instruction from

assessment. The individual faculty member is the instructor and the evaluator (the assessor) of students. Other national systems of higher education separate those functions--through external examiners in the case of England, through state examinations in other countries.

In our own country, for a series of historical reasons, the individual instructor is omnipotent king in the classroom. This creates a whole series of problems when you think about it - the hassle of grading and so forth. With the autonomy of faculty in determining what is indeed appropriate for a course, the utilization of the OU materials will rest largely with individual faculty making decisions on whether all or parts of the OU materials are appropriate for his or her particular course.

Another result of the separation of functions is a great consensus on the meaning of a degree in England, perhaps too great a consensus, whereas in our own country there is none. But, even so, degrees are important. As I travel around and talk with various directors of external degree programs, when pushed to the wall with the question, "Would your program be viable if it didn't award a degree?" The answer is, "No," and the same answer would prevail at traditional institutions. Degrees may be losing their extrinsic value, but they still have intrinsic value to individuals.

Norman Mackenzie pointed out another fundamental difference between Great Britain and the United States in that England has a centralized, national system of higher education. In this country we have at least 50 states and 2,000 institutions, each of which may be awarding their own external degree. Perhaps the rigor and, in many ways, the traditional nature of the OU materials is different. It isn't relevant in some cases.

As to the future of the OU materials in this country, a number of institutions are making increased use of the OU materials. Salem State College in Massachusetts is one example. Among the 1,350 proposals submitted to the Fund for Improvement of Post-Secondary Education was an institution planning to offer another external degree program making heavy use of the British OU materials.

The importance of the British OU is that it has brought into focus the concerns of American higher education for serving a new clientele of students. They are the adults who did not have or, if they did have, did not take advantage of the first chance for higher education. There is also the politically attractive hope of saving money. There is also the hope, as in the University of California, of interjecting some genuine innovation into higher education through non-traditional means.

Fred A. Nelson holds two positions with the College Entrance Examination Board in Palo Alto, California. He is Co-Director of the Office of New Degree Programs and Associate Director of the Western Regional Office of CEEB. Dr. Nelson received his BA degree in Psychology from the University of Rochester and a master's in General Studies from Yale. He went on to receive a Doctor of Philosophy in Higher Education at Stanford. He has published numerous articles including: "The External Degree," The Journal of the National Association of College Admissions Counselors in September 1971; "The Open University in the United States," College Board Review, Fall 1972; and "The Open University Project: Idealism and Hard Realism," The Times Higher Education Supplement, January 12, 1973. Before coming to CEEB, Dr. Nelson was Research Associate to the Staff Director of the Commission to Study Nonpublic Higher Education in Chicago, Illinois. He also served on the Stanford faculty as a lecturer in Education.

SUMMARIES
OF
AFTERNOON DISCUSSIONS

LED BY PANEL SPEAKERS

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

Henry David Thoreau: Walden

THOMAS A. EDISON COLLEGE

During the afternoon question and answer period, James D. Brown, Jr., Director of Thomas A. Edison College, attempted to explain and answer questions about the way the New Jersey college works.

To start with, Dr. Brown emphasized that Edison College is not in competition with traditional colleges. The college is attempting to serve adult students who, if they did not come to Edison, would not enroll anywhere. The median age of students is 35. One of the major problems with traditional colleges and universities is that faculty tend to transfer to adults the qualities of 18 to 24 year olds.

RECOGNITION OF LEARNING

In its effort to provide a re-entry vehicle for a wider socio-economic and age range of students, Edison College will carry out evaluations of college-level learning, no matter how this learning was acquired--through experience, self-study, college courses taken long ago, educational programs offered by industry, the military, labor unions, and the like. It will award associate and baccalaureate degrees in recognition of demonstrated college-level learning and abilities. The credits

and degrees awarded by Edison College are accepted by all colleges and universities in New Jersey in full faith. Two reasons for this unusually good articulation are that the state's most distinguished faculty evaluate and award credit, and that Edison's students transfer to other colleges and universities at the upper-division level.

Edison College won't offer courses--that is done at already established institutions. The foundation of Thomas A. Edison College is certification. The evaluation function has been separated from the learning environment.

An individual may transfer previously earned college credit without regard to the number of institutions previously attended (with the exception of a number of professional subject areas) or the length of time which has elapsed since the credit was earned. Since there is no statute of limitations on degrees, Dr. Brown pointed out, why should there be time limitations on the value of credit?

Official transcripts from regionally accredited colleges and universities will be evaluated and acceptable credit may be applied toward the credit requirements of an Edison College degree. Only those grades and courses that a candidate wishes to apply toward his degree will be recorded.

In the case of a specialized degree (the college anticipates offering a Bachelor of Science in Business Administration degree in mid-1973, and an Associate in Applied Science in Nursing degree in early 1974), the registrar evaluates credits previously earned, watching for duplication, and determines deficiencies. No credits are awarded by the institution--faculty validate all credits.

Since the majority of credits validated so far are transfer credits, Dr. Brown was asked if there is a tremendous loss of transfer credits elsewhere. "No," he said, "except Edison College students do not need to fulfill residency requirements." The whole point is, "What is the best way for you to continue your education?"

CREDIT THROUGH PROFICIENCY EXAMINATIONS

A second method of earning credit is through successfully completed proficiency examinations. Initially, Thomas A. Edison College will grant credit for exams offered by the following testing agencies:

1) New York - New Jersey College Proficiency Examination Program (CPED)
2) United States Armed Forces Institute Course Tests (USAFI)

3) College Level Examination Program (CLEP)

4) College Board Advanced Placement Examination

It is Dr. Brown's opinion that the Educational Testing Service should set up standards for its series of tests, norming, and methods of revising examinations. The American Council of Education should continue to evaluate the quality of exams--subject matter, number of times used, etc. Ideally, examination programs should be administered by the American Council of Education or an independent accrediting association, not by ETS.

Since there is always the possibility that a test could be "lifted," Dr. Brown feels that examinations should be "organic," constantly changing exams which no one sees until the test package is opened. Twenty percent of the test questions should represent "norming" questions which will not affect the student's score.

At this point Edison College is using standardized exams only, but is in the process of developing examinations in particular fields. They are, for example, norming every nursing school in New Jersey for their Associate in Applied Arts in Nursing exam.

SPECIAL ASSESSMENT

A third method of earning credit toward an Edison College degree is through special assessment. Although

commonly referred to in the media as giving credit for "life experience," special assessment has as its central concern the recognition of college-level knowledge or competence, however acquired. Special assessments will include oral, written, and performance examinations, and the evaluation of portfolios of artistic, literary or musical accomplishments.

Faculty panels, consisting of one or more collegiate faculty members or experts in the field, will be convened in the following situations to evaluate a candidate or samples of his work:

1) When a particular experience or type of knowledge cannot be assessed adequately by existing proficiency examinations.
2) When no proficiency tests are available in a particular subject area.
3) When questionable transcripts and credits that cannot be documented must be evaluated.

The fees for a special assessment are $25 to apply and an additional $75 for the assessment, regardless of the number of credits awarded. The assessment usually takes one day with the applicant going to the faculty. The consulting professor(s) makes up the examination instrument. Evaluations are made in terms of "competencies" which, in turn, are translated to more negotiable "credits."

Since Edison College was established (July 1972), 12 students have been awarded credit through special assessments. It is hoped that some of these "unique" examinations can be standardized, a test date announced, and that 10 or 20 students can take them at one time.

EDUCATIONAL GUIDANCE

The Counselling Services of Edison College were established to provide educational guidance to individuals who are interested in pursuing their education but who may not be sure of how or where to begin. One need not be enrolled at Edison College to use these services.

At the present time, the counselling staff consists of the Director, five counselling interns, and part-time counselors at four locations. An effort is made to identify counselors with established businesses and organizations and to schedule appointments at convenient times and locations. Since Edison College is still relatively new, much of the counselling is done on a large group basis.

Dr. Brown pointed out that two-thirds of the individuals counselled are advised to go to a community college or a four-year institution. Edison College is, in effect, a place for adults who have been away from college to go for advice.

The following responses were to additional questions asked of Dr. Brown:

1) How are the various types of credit posted on the transcript? The number and the method for earning the credits are posted. In the case of special assessment, the assessor's name(s) is also posted. You never see faculty names on transcripts from traditional colleges.

2) Does Edison College have a program for minority and disadvantaged persons? Edison is not for the educationally disadvantaged; it is for the overadvantaged.

3) Who was your opposition? There wasn't any opposition. It happened before anyone knew about it. In New Jersey, the Board of Higher Education has the right to establish colleges. It doesn't take legislation.

4) What makes you think that Edison won't get the traditional stigma? It probably will. It will be a candidate for accreditation next year. It is not one now because a six-year budget is required.

5) Suppose I'm a student. I write in, describe myself, and ask for information. We send you a catalog, ask you to read it, and come to us for advice or enroll if Edison can do something for you.

UNIVERSITY WITHOUT WALLS

Mrs. Elinor Greenberg answered further questions about the University Without Walls at Loretto Heights College in an afternoon session.

University Without Walls (UWW) is a consortium of schools headquartered at Antioch College in Yellow Springs, Ohio. The idea for the private, non-profit corporation began with a meeting of college presidents who were looking for change. Out of their informal discussion grew the Union and that group of presidents became the Board of the Union.

Originally, seventeen colleges shared an $815,000 grant to develop and implement a financially viable program. The purpose of the grant was to attract the non-traditional college population. By assigning advisors, the Union members could reach off-campus and into far removed areas. There was no intention of "competing" with existing institutions.

REACHING STUDENTS AND GIVING THEM RESPONSIBILITY FOR LEARNING

The student recruitment began in the summer of 1971. Numerous press releases led to radio and television spots that resulted in "a tremendous number of inquiries." The appeal was to different audiences, so rock music was used

with young people and classical music to reach adults. They found word of mouth communications were best.

Interested students inquire at the Antioch campus. They get a list of participating colleges and then fill out two applications, one to the program, and the other to the specific college. The application asks: Where have you been? Where are you now? Where are you going?

The student's education process works with an open time frame, beginning with an orientation. Students plan their program and participate in learning skills workshops. After developing a program, they must implement the plan, generally by a learning contract. The contract is signed by the student, advisor, college director and community resource people. The record of credit granted, evaluation and papers become the portfolio. Degree review is a major work or learning synthesis, such as a curriculum for environmental study, a book of poetry, or a history of Aspen, Colorado. It is a celebration rather than a judgement.

The student is responsible for developing and achieving his/her own goals. The degree is awarded when competency can be proven in the student's chosen field. Competency includes vocational, civics (inter-relationships), and communication skills; personal growth, planning, organization, initiative, creativity and service to others.

"Training" is taken into account but it is felt that "there are lots of training programs and not many education programs," said Mrs. Greenberg. Advisors really know students' competencies because they demonstrate them.

With UWW's open time-frame, students can "step out' rather than "drop-out." Students often find it helpful to draw a picture (graph) and demonstrate their use of time. Students tend to plan too much, so the first four months usually are spent in time and resource management.

Students may begin course work any time but there are three formal semesters during the year, each has a 16-week time frame. Fees are for services rather than broad tuition.

Some UWW Consortium members start with a fee for services, but at Loretto Heights, students are charged regular tuition at $70 per credit for part-time students or $1,700 a semester full-time. Students can apply for a learning stipend rebate for certain learning experiences such as private tutoring or materials. Two students and a program director evaluate rebates. Forty-five percent of the students receive financial aid, or at least have taken out a loan. Most are earning their own way.

THE MULTIPLE ROLES OF UWW STAFF

Some qualities UWW staff often have in common are: a clinical or applied behavioral science background,

political interests and a fascination with management. Instead of being hindered by their traditional education, discontented faculty are intrigued. By assuming multiple kinds of roles in the community experience, faculty learn the totality of the education institution's system. Three-fourths of the faculty job is advising students. The other fourth is in management and administration.

UWW doesn't have traditional administration, as administrators are faculty involved with students part-time. Students are also involved in the management if they qualify. Everybody owns part of the UWW system, and are responsible as consumers to give something back to the system.

Advisors are under contract to the school. Each has 7-1/6 FTE (18 bodies) per year. People who work in public agencies do advising voluntarily or as part of their job. Many private parties do charge for advice and the fee is negotiable by the student.

Advisors are not necessarily resource people, as a resource involves expertise in a field. The advisor is a middleman, not in evaluation. Advisors must be able to work with the varied student population, from a young person in a commune to a 45-year old banker. Advisors usually are located where students are. At the University of Minnesota, however, the student comes to campus for planning and may not return until graduation. The advisor may travel to or telephone the student.

MEASURING SUCCESS AS AGENTS OF CHANGE

UWW students have gotten good jobs, and have gotten into graduate school. There is a list of graduate schools which will accept a UWW degree. The preparation for graduate studies is superb. For instance, a student preparing for medical school arranged a meeting of resource people including a psychiatrist, a mental health director, a psychiatric nurse, and the UWW director to set up his program.

A student's portfolio can be transferred to credits at a traditional school. The UWW plays an advocacy role for students, to get the graduate school to agree to look at the student's program, deal with it and give certification. Students and staff are willing to be agents of change and push other institutions to consider individuals with UWW certification. The degree of competency in the consortium is so great, it sells to graduate schools.

EXTENDED UNIVERSITY

Dr. Patrick Healey's afternoon session discussed the student population, facilities, resources and costs of California's Extended University.

"These students are a different breed," he said. Occasionally an instructor will find a student whose knowledge about a certain subject surpasses his own simply because of the student's activities previous to enrolling in this program.

The median age for people taking the program is 35. The student population is 50% male, 50% female.

Many of the students are transfers from community colleges. The program is open only to upper division students, and they must not have attended college for one to two years previous to their enrollment in the Extended University. Most of the students who come to the Extended University were previously part-time students. Out of 450 students, 60% are at the master's level and 40% are at the bachelor's.

Financial aid is available for any full-time student who qualifies in the regular University of California program. Student fees, however, do not go for instructional costs. Two courses cost $100. The degree mechanism is the same.

OFF-CAMPUS LEARNING

In addition to the outlets on each of the University of California campuses, the Extended University makes use of remote learning centers. Prospective students can find out what courses are available and how to answer their needs from counselors in the centers. Students in the program generally have different kinds of problems than counselors are used to. Registrars, publications, newsletters, etc., are also located at the remote learning centers.

The Extended University is trying to break down the curricula into two parts: self-study and the off-campus learning centers. Existing facilities are used where possible. One example is the facilities offered by a Naval base as a remote learning center. The centers have micro-wave television units. The television units are considered very inexpensive, as they can be set up at one university for $35,000 with repeaters for $15,000.

As to problems in becoming established, Dr. Healey said, "During the planning phase everyone was kept informed of everything that happened as it happened. Most opposition came from faculty. This opposition fell away when we appeared in the Governor's budget."

MINNESOTA METROPOLITAN STATE COLLEGE

In the afternoon discussion, Dr. Sweet described in detail the operations and philosophy of the Minnesota Metropolitan State College (MMSC). Dr. Sweet explained the process students go through for a degree.

THE PROCESS FOR A DEGREE

Students begin by specifying their own goals and evaluative techniques. Students prepare a competency analysis in narrative form. They cover what they see as their skills, knowledge, understanding and values. They are required to offer evidence of this competency. Dr. Sweet explained, "Competency analysis is looking at yourself backwards. This process can paralyze some people who aren't ready. Others find they are just drifting along."

It is not the student's sole decision to stay in or leave the institution. Resources at MMSC are limited. A student who does not understand the institution's unique advantages could use up too many resources. The question for the staff becomes, "Is it worth it to get this person into the process?"

An orientation process is required for all students. Some know how to learn, however, many don't. When the

orientation is complete, the advisor (each faculty advisor has 50 advisees) begins to develop a plan, in narrative. When the plan is in shape to the student's satisfaction, and the advisor's, it goes to review. The plan is submitted to a faculty group for their critique. The faculty say whether or not it is a workable plan that will lead the student to his/her desired goals, and give their evaluation and/or recommendation. The student doesn't go through review as a hurdle to be jumped, more as a milestone to be passed. Review is felt to be a valid process even if the plan is very strong, because the student sees another person's perspective.

Then the student goes into his strategies: study group, independent study, internships, etc. He/she accumulates an evaluation of his/her competence from faculty. This evaluation is similar to the original competency analysis. Judgement is limited to, did the student verify the competency? There is no judgement on areas of competency.

To complete an initial degree, a normal time frame is used. Students generally have two years of college in coming to MMSC and are given 18 months for the last two years. It is possible to obtain a six-month extension.

There are some problems at MMSC. One is the difficulty in obtaining proper materials. Another is that all the advisors don't have sufficient expertise in some

areas. Advisors, too, need to fill out competency statements to work with student interest areas. Some members of the faculty have trouble at times dealing with certain eductional concepts and freedoms, and urge more controls. Occasionally this conflicts with administration.

Learning is quantified in a non-traditional transcript, the shortest of which is six pages. A MMSC transcript includes a series of short analytic descriptions of what the student knows. The point was made that when you look at a traditional transcript, you don't know what a 3.5 grade point average is in terms of a measure of learning. When students transfer it is generally because a specific learning area is not available, or they must move. A record of progress is kept for those students who haven't completed degrees.

MAXIMIZING COMMUNITY RESOURCES

The college maximizes the advantages of community resources. The basic resource is the advisor and his/her knowledge of the resources of the college. There is no campus, but there is a coordinating center with staff offices. To avoid the possibility of people taking advantage of the limited resources, students pay $800 for their last two years of college. This buys shares of faculty time. If the student doesn't graduate in 18 months, for $50 he/she can buy a six-month extension, and additional resources.

MMSC is open to any community resources. Advisors tell students they may go to the University of Minnesota and audit courses (which is cheaper) and get "credit" for it at MMSC. Students are encouraged to use public libraries (MMSC has none of its own), and to make them more responsive to people, especially with learning materials. Students can tackle subjects such as foreign languages through Berlitz, records, travel, friends, tutors, etc.

In response to a question on financial aid, Dr. Sweet mentioned several grants (that probably will be harder to get now) they received as an innovative project. From an enthusiastic Office of Education, the school finally got more financial aid than they could spend, because most of the adult students are working. The average student age is now between 30 and 32, but this may go down. It is felt that as most of these adults are taxpayers, they deserve a subsidy in pursuing their education, as is common practice for adolescents. The current budget at MMSC includes $1.75 million from the state legislature, and nearly $1 million in tuition.

Without a campus, this has become "the most people-oriented institution in the country," said Dr. Sweet. "That's all we have: tangible, warm human bodies. There are no televisions, cassettes, typewriters or machines." The community faculty concept makes these people important, so MMSC staff help them to get their knowledge, and themselves, across. Emphasis is on improving faculty delivery.

The college philosophy in determining what competency areas (rather than disciplines) to offer is basically: whenever there are MMSC students interested in those areas, they will be offered.

The MMSC model is applicable to rural and suburban areas, as well as urban areas. The key is in community faculty and interaction with schools, agencies and the community.

THE PEOPLE OF MMSC

The staff at MMSC includes 45 full-time people. Twenty-five are professional educators (faculty) and the rest are administrators. With faculty rank comes the major function, advising students, even if you're the president of the college. Education backgrounds of faculty include fourteen with doctorates, eight with master's, and three with bachelor's degrees. No judgement is made on credentials, however--it's what they know. There are more women than men on the faculty, ranging in age from 24 to about 50.

Of the community faculty, approximately 15% have a Ph.D., 45% have a MA, 31% have a BA and about 5% have no degree. One example of a community faculty member is a dairy association vice president who is teaching Latin after eight years of studying it.

Community faculty have been paid by a system of "educational shares." Students could buy in for $30 a share for a year. Obviously the job wasn't for the money. Now MMSC is considering suggesting a finite number of community faculty with a finite contract and amount, maybe 24 people for one year for $1,000. Without a contract they would be community resource people.

MMSC has good rapport with the state legislature. They work hard at it. They're getting maximum, favorable coverage from the press-papers and television.

Exactly one year after starting, MMSC had 12 graduates. They included housewives, businessmen, and a marine in full dress uniform. Dr. Sweet feels that "We must relate to the non-college population for support." For example, one influential constituency getting nothing from higher education is labor. "Programs need to be developed for this group," he said.

In more philosophical moments, Dr. Sweet said that even if a student doesn't gain competency, there's merit to going through the MMSC process, because "it can't be trivialized." There's a question as to what constitutes triviality. "It hasn't happened yet, but our greatest fear is that someday we will give a degree to somebody who doesn't deserve it...and then we will know we are part of the American mainstream of education."

Dr. Sweet suggests that at the lower level in education, parents are too cut-off, as the community is in higher education. Parents should be used as a resource in elementary schools like MMSC does community faculty. Most schools don't want anything to do with parents or outside resources. He feels bussing is symbolic of the whole issue and recommends that "we bus the parents, not the kids."

CONFERENCE PARTICIPANTS

1. *Constance Acholonu
   Special Assistant, Black Education
   and Community Affairs
   State Board for Community College Education

2. *Richard R. Albrecht
   Attorney at Law
   Perkins, Coie, Stone, Olsen & Williams
   Council on Higher Education (Chairman)

3. Carl B. Allendoerfer
   Professor, Mathematics
   University of Washington

4. Arnold Arons
   Professor, Physics
   University of Washington

5. Richard D. Auerbach
   Vice President
   Pacific National Bank of Washington

6. Teri Baldwin
   Summer Intern
   Council on Higher Education

7. Lee Roy Beach
   Professor, Psychology and
   General and Interdisciplinary Studies
   University of Washington

8. Aldon Bell
   Associate Dean
   College of Arts & Sciences
   University of Washington

9. John Bell
   Personnel Officer,
   Training & Development
   Seattle First National Bank

10. James Bemis
    Associate Dean of Instruction
    Olympic College

11. David P. Benseler
    Chairman
    Education Innovations Committee
    Washington State University

12. Dick Benson
    Math Instructor
    Seattle Central Community College

13. Paul L. Blowers
    Executive Dean, Instruction
    Fort Steilacoom Community College

14. *James Bluestone
    Student
    Native American Students Association
    The Evergreen State College

15. C. A. Bradley
    Director
    Office for Curriculum Services
    Seattle Community College District

16. Robin Buchan
    Instructor, Social Science
    Highline Community College

17. William A. Bultmann
    Dean of Arts & Sciences
      and Acting Provost
    Western Washington State College

18. Sara Ann Burgess
    Associate Director
    Center for Continuing Studies
    Western Washington State College

19. Michael D. Campbell
    Instructor
    Behavioral Science
    Highline Community College

20. Gilbert J. Carbone
Assistant Director
State Board for Community
College Education

21. Dale Carlson
Professor and Chairman,
Civil Engineering
University of Washington

22. Franklin D. Carlson
President
Association for Higher Education
Washington Education Association

23. Rev. Richard S. Cebula
Academic Vice President
Saint Martin's College

24. Lucille Charnley
Acting Division Chairperson
Home & Family Life Education
Seattle Central Community College

25. Constantine Christofides
Undergraduate Studies
University of Washington

26. Elmer E. Clausen
Director of Adult Education and
Community Schools
Superintendent of Public Instruction

27. Bill Clement
Program Coordinator
Bureau for Faculty Research
Western Washington State College

28. Dale Comstock
Dean of Graduate Studies
Central Washington State College

29. Mildred Cook
Consultant
Continuing Arts and Education
University of Washington

30. *Walter A. Coole
Instructor in Philosophy,
Math and Education
Skagit Valley College

31. Robert Cope
Department of Education
University of Washington

32. *Delmar Corrick
Chairman, Language Arts
Wenatchee Valley College

33. I. Deyrup-Olsen
Professor, Zoology
University of Washington

34. Davidson Dodd
Instructor, Social Science
Highline Community College

35. David P. Dillard
Director of Continuing Education
and Summer Session
Central Washington State College

36. James S. Dolliver
Dean, Academic Services
Eastern Washington State College

37. George Douglas
Executive Vice President
Shoreline Community College

38. Jeff Douthwaite
Washington State Representative
and Associate Professor
Humanistic Social Studies
University of Washington

39. C. W. Duffy
Assistant Employment Manager,
Recruitment and Planning
Seattle Services Division
The Boeing Company

40. Gary Eby
Associated Student Body President
Columbia Basin College

41. J. A. Elias
Public Relations Manager
Pacific Northwest Bell

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Philosophy-Math-Education
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Coordinating Council for
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Health Occupations
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George B. Brain, Chairman

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